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ABSTRACT

Designed to provide information for local school district personnel in the state of Washington, this Community Resource Trainer (CRT) manual is the product of those school district administrators and coordinators who piloted the CRT Program in three small, rurally isolated high schools between the 1972-73 and 1973-74 school years. Illustrating the basic concepts of the CRT Program (i.e., community volunteers working in conjunction with a CRT coordinator in developing tailor made vocational instruction on a one-to-one trainer student basis), this guide presents exemplary practices and techniques as follows: basic concepts of the CRT Program; the CRT learning strategy (actual learning activities with behavioral objectives); application for admittance into the community resource training program; community resource trainer contract; student training agreement; CRT coordinator's call report; student attendance record; the community resource laboratory facility/trainer description; CRT documentation of costs; student evaluation (completion certificate and honorary degree); community resource training program potential trainer survey; insurance; State and Federal regulations; student transportation; some possible areas of operational concern; advisory committees; instruction of community resource trainers; teacher certification; and community endorsement and support. (JC)

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coordinator's operational manual

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STATE COMMISSION FOR VOCATIONAL EDUCATION

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CRT COORDINATOR'S OPERATIONAL MANUAL

by

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A VOCATIONAL EDUCATIONAL STRATEGY FOR WASHINGTON STATE'S SMALL/RURAL/ISOLATED HIGH SCHOOLS

A PUBLICATION OF

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WASHINGTON STATE COMMISSION FOR VOCATIONAL EDUCATION

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Executive Director

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REPRINT 1975

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PREFACE

CRT (Community Resource Trainer) is a program designed to deliver vocational services to youth in school districts isolated from urban centers--districts that do not have the resources to provide within a school setting the personnel, facilities, or equipment that are essential for specialized vocational education offerings traditionally provided to a classroom group of students who have a common career goal.

CRT is an individualized program that is "tailor-made" for each student participant and provides, at the same time, instruction, training, and experience on a one-to-one, trainer-student basis. To accomplish this, a CRT program utilizes community volunteers (Community Resource Trainers) who work closely with a vocationally certificated person (CRT coordinator) employed by the school district. The CRT coordinator and the community resource trainer cooperatively lay out student training schedules and pedagogically sound instructional practices that are designed to lead high school students into specific trades or occupations.

The CRT program was designed by staff of the former Coordinating Council for Occupational Education (now the Commission for Vocational Education) and school district superintendents representing some fifteen small school districts in the State of Washington. The program is the result of a question that was asked of each of the participating superintendents individually and in group process. The question was, "How can we utilize the limited resources of our school district and our community in order to make available the vocational education options for our students that are available to students in urban centers?" The CRT program design was piloted by three school districts during the 1972-73, 1973-74 school years--Goldendale, Twisp, and Darrington.

The project had its beginning in October of 1971 with a request to the Coordinating Council for Occupational Education from the vocational director, Office of State Superintendent of Public Instruction, for temporary assignment of a vocational program specialist to design a vocational strategy for small high schools. Following some sixteen months of program design, experimentation, and experience, key representatives of the three pilot school districts assembled to evaluate, modify, and plan for a second year of pilot operation. Those present at this April, 1973 evaluation workshop were: Dean E. Farley, Superintendent of Darrington School District; Beryl Mauldin, Darrington High School Principal; and Dennis Townsend, CRT Coordinator. From Goldendale School District there were H.W. Callan, Superintendent; J. Dennis Stearns, Principal; and Bob Boy, CRT Coordinator. From Twisp School District there were Roland Flory, Superintendent; Donald Kartevold, Principal; and Dennis Young, CRT Coordinator. Also present at this evaluation workshop was Walter A. Riggs of the former Coordinating Council for Occupational Education. Riggs had worked with the fifteen school superintendents in establishing the initial program design, and consulted with vocational personnel at state and local levels to assure vocational program integrity. From the vocational office of the Superintendent of Public Instruction were Kenneth L. Owen, Vocational Education Supervisor, who provided vocational program and fiscal expertise throughout the developmental period; and James L. Blue, then State Director of Vocational Education for Superintendent of Public Instruction, who had assisted in planning during the pre-development and developmental stages.

The second year of pilot operation was as successful as the first in terms of serving the needs of students in rural and isolated school districts.

The two years of experience have served as the basis for this manual in that successful practices and techniques that have been identified are now documented and made available to others.

At a meeting in October of 1973, the Coordinating Council for Occupational Education endorsed the new program; then, at its December, 1973 meeting, the State Board of Education endorsed the program and urged its establishment as a means of delivering vocational services to youth who reside in the state's small school districts. Statewide establishment of the CRT program is to be accomplished in an orderly fashion that will see the annual maximum addition of ten new programs during the period 1974-1979 in school districts that are identified as rural/isolated. In order to assure continuing successful operation, the program will be carefully monitored by state office vocational personnel.

* * * * * * * * * * * * *

The purpose of this manual is to provide information for local school district personnel who have determined that a CRT program will be established in a given community. The information contained herein should be helpful to school administrators as well as to the CRT coordinator charged with the responsibility for operating a successful vocational education program. Furthermore, the manual will be useful to CRT coordinators in developing forms and techniques that are unique to the circumstances that exist in a given school district.

The information presented in this, the first edition of a CRT Coordinator's Operational Manual, represents the thinking of those school district administrators and coordinators who have piloted the program. The many

practices and techniques provided here have been sifted out of myriad trial and error starts. There is nothing sacred about the forms that appear within this manual. They are provided simply as a suggested way of collecting and providing information--information that has been found to be critical to the efficient and effective functioning of a CRT program. It is the sincere hope of the present authors, that as new and better ways of doing the job are discovered by present and subsequent CRT coordinators new ideas, techniques, forms, methods, strategies, and other educational paraphernalia will be added to the manual for purposes of revising the work at a future date.

ACKNOWLEDGEMENTS

Without the assistance of many people--local superintendents, high school principals, guidance personnel, vocational teachers, and state office vocational specialists--the CRT program could not have been developed. The support of the State Superintendent of Public Instruction, the former CCOE, and now the Executive Director of the Commission for Vocational Education, has made implementation of the program a reality.

There are several among the groups mentioned who have provided many long hours of effort in preparation of materials for this operational manual. The authors would, among others, give a great deal of credit to Dennis Young, CRT coordinator at Methow Valley High School; and Robert Boy, coordinator at Goldendale High School, both of whom have given unselfishly of their time. In addition to their continuing effort in bringing this manual and CRT program into reality, others have contributed generously of time and materials. Among those are Dennis Townsend, CRT coordinator of Darrington High School; Dean Farley, Superintendent of the Darrington School District; Roland Flory, Superintendent of the Twisp (Methow Valley) School District; and H.W. Callan, Superintendent of Schools at Goldendale. Twisp High School principal Donald Kartevoid provided time, effort, materials, and valuable advice throughout the embryonic and pilot phases of the program's developmental struggles.

All of these people, dedicated to the improvement of Washington State's educational delivery system, have been instrumental in the establishment of a new strategy for delivering vocational services to high school youth who, because of circumstances of residence, could not heretofore have had the promise of preparation for life that potentially

exists for their peers residing in urban centers. To the dedicated educators identified on this page, high school students in the State of Washington who will benefit from this program in the years ahead will owe a great debt of gratitude.

BASIC CONCEPTS OF THE CRT PROGRAM

I. The CRT Program is: A vocational program offered in a rural/isolated community that provides job skill training on a teacher-student, one-to-one basis. The program exists in a community which cannot provide, for any one of several reasons, one or more of the following:

A. Sufficient on-the-job training stations for a traditional cooperative vocational education program.

B. Sufficient numbers of student with career aspirations in a specific occupation to warrant the employment of a vocational education specialist.

C. Classroom facilities or laboratory situation commensurate with production requirements of the occupation.

Basic requirements of a CRT program are:

A. A vocationally certificated coordinator;

B. A group of citizens willing to provide instructional services under the direction of a public school vocational coordinator;

C. A school administration that provides supportive services to the program and sufficient time during (and when necessary, in lieu of) the school day for essential coordination activities of the CRT coordinator;

D. A supportive high school staff that is willing to inform students about the program and to cooperate with the coordinator in designing special instructional units for CRT students with academic shortcomings;

E. A heterogeneous group of students desiring to develop at least one saleable skill prior to completion of the formal high school experience;

F. A representative vocational advisory committee.

Students enrolled in the program meet all state and federal definitions of "student learner" where the training station happens to be a business enterprise. A teacher-student relationship exists at the training station site rather than an employer-employee relationship, and all its implications, as typified by the traditional vocational co-op program.

Safeguards are built into the program through meticulous attention to applicable labor laws in order to prevent exploitation of student learners.

II. A CRT is: A Community Resource Trainer--that person in a community who agrees to convey a skill, trade, craft or knowledge to a high school student who has career aspirations in the occupation represented by the trainer. The CRT agrees to provide the student with at least an entry level saleable skill.

III. A CRT Coordinator is: That individual employed by a local school district who holds a vocational certificate and who works with the CRTs in providing saleable skills to secondary school students.

THE CRT LEARNING STRATEGY

One of the basic components of the CRT program is close attention to identifying job competencies and writing effective behavioral objectives. These objectives must become a part of the life of the students, the trainer, and the CRT coordinator if the instructional effort is to bear fruit. The following pages describe in detail the CRT program strategy for instruction, examples of behavioral objectives that have been used, and a sample form (CRT A-74) that may be used, or adapted for use, by the CRT coordinator.

Steps In The

CRT Learning Strategy

Step 1. In cooperation with the CRT, the Coordinator will perform a task analysis to determine the knowledge, skills, and competencies needed by the student to develop an entry level skill for the occupation for which the student is being trained.

Step 2. Write a broad behavorial objective for the Course.

Step 3. Write specific behavorial objectives to be achieved in reaching the broad behavorial objective. These behavorial objectives must derive from the competencies identified as a result of the task analysis.

Step 4. Develop learning activities that will provide the student with the knowledge, skills, and competencies required to achieve the behavorial objectives of the Course.

Step 5. Develop a method of measuring the students' competencies in relationship to the behavorial objectives.

Step 6.

A. If the student has achieved the competency needed to meet the behavorial objective, start the student on the next set of learning activities needed to achieve the next behavorial objective.

B. If the student has not achieved the competency needed to meet the behavorial objective, re-cycle the student through another set of learning activities until the student does achieve the competency needed.

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Meat Cutting

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE October 2, 1973
AGE OF STUDENT _____
SEX: M _____ F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will demonstrate those skills of a retail meat cutter.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to:	
1. Identify the wholesale cuts of beef by naming each;	
2. Cut a side of beef into the wholesale cuts;	
3. Cut the wholesale cuts of beef into the retail cuts;	
4. Identify the wholesale cuts of pork by name;	
5. Cut those wholesale cuts of pork used by the store into retail cuts;	
6. Identify by name the wholesale cuts of lamb;	
7. Cut the wholesale cuts of lamb into the retail cuts;	
8. Demonstrate the proper way to package the retail cuts for display;	
9. Demonstrate the proper way to weigh and label the packages of meat;	
10. Demonstrate the proper way to display the meat for sale;	
11. Demonstrate the proper way to sharpen knives;	
12. Demonstrate the proper way to maintain the equipment in a clean and sanitary condition;	
13. Demonstrate the proper way to handle a customer's special request;	
14. Demonstrate the proper way to wrap meat for the locker;	
15. Demonstrate the proper way to cut whole body poultry and package it for sale;	
16. Demonstrate the proper way to prepare fish for display;	
17. Report for training on a punctual basis;	

The student will be able to:

18. Arrange for absences in advance;
19. Dress properly for the training situation;
20. Develop the proper, business like attitude of a retail meat cutter;
21. Maintain a business like relationship with the trainer and all personnel in the store.

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Parts Man
DOT CODE 04.0300
DATE _____
INSTRUCTOR _____
AGE OF STUDENT _____
SEX: M _____ F _____
STUDENT _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will have the knowledge and skill to work in or operate any parts department.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Use a 10-key adding machine with reasonable speed and accuracy; 2. Demonstrate the use of a cash register; 3. Shelve parts in an orderly and numeric manner so that they can be easily found; 4. Use the part books and micro film demonstrating this by looking up needed parts for the operation of the garage; 5. Order parts; 6. Keep merchandise recorded in the proper number and quantity to fit the needs of the business; 7. Use the card catalog filing system; 8. Keep the parts department orderly and neat; 9. Merchandise parts.	

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School Name Goldendale

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Medical Laboratory Aide/Asst.

DOT CODE 078.381
DATE May 8, 1973
AGE OF STUDENT
SEX: M F
YR. IN SCH: 11 12

INSTRUCTOR

STUDENT

Overall Behavioral Objective: Upon the successful completion of this training the student will be able to demonstrate those skills required of a medical laboratory assistant.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Show skill in extracting a sample of blood; 2. Demonstrate skill in handling a sample of blood until it can be analyzed, using those techniques necessary to prevent the coagulation of the sample; 3. Demonstrate skill in typing a sample of blood; 4. Clean the equipment used in the laboratory; 5. Set up the equipment; 6. Demonstrate skill in the procedures used in urinalysis; 7. Name correctly the pieces of equipment used in the laboratory; 8. Measure chemicals; 9. Write medical reports; 10. Define the words commonly identified with med. lab. terminology; 11. Use the microscope; 12. Use the centrufuge; 13. Demonstrate how to prepare a culture; 14. Demonstrate washing techniques to prevent the spread of infection; 15. Demonstrate the correct apparel to wear in the lab; 16. Demonstrate a knowledge of human physiology by successfully completing an exam on the subject; 17. Report for training on a punctual basis; 18. Pre-arrange absences when necessary to be away.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Produce Management

INSTRUCTOR _____

STUDENT _____

DOT CODE 04.0600
DATE July 13, 1972
AGE OF STUDENT _____
SEX: M _____ F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will have the knowledge and skill to operate and manage a produce department.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Completely set up a produce display case by department and color; 2. Rotate and trim produce; 3. Prepare produce prior to sale; 4. Know the shelf life of produce items and demonstrate this by discarding non-selling items; 5. Be knowledgeable about the produce items being sold (how you cook the produce, growing season, etc.) 6. Show cleanliness in dress and working environment; 7. Demonstrate his knowledge about advertising and how it effects his produce department; 8. Order produce in the quantity and variety desired by the business.	

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CRT A-74

School Name Goldendale

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Clerk-Typist

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE May 21, 1973
AGE OF STUDENT _____
SEX: M _____ F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will demonstrate those abilities in typing, filing, and telephone manner as required for a clerk/typist as a result of this training.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Improve his typing skill; 2. Improve his filing skill in alphabetic filing; 3. Improve his filing skill in numeric filing; 4. Develop telephone skill appropriate for a business office; 5. Establish an appropriate business office dress; 6. Greet customers in the office; 7. Carry out directions; 8. Demonstrate attitudes desirable for the business office; 9. Organize the office for efficient working conditions; 10. Report for training on a punctual basis; 11. Give proper notification of absences in advance of training time; 12. Establish a proper, business-like relationship with the trainer and other personnel.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Parts Dept. Management

INSTRUCTOR _____

STUDENT _____

DOT CODE 04.0300
DATE July 11, 1972
AGE OF STUDENT _____
SEX: M _____ F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will have the knowledge and skill to work in or operate any parts department.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Use a 10-key adding machine with reasonable speed and accuracy; 2. Use a cash register; 3. Shelve parts in an orderly and numeric manner so that they can be easily found; 4. Use the part books and micro film and look up needed parts for the operation of the garage; 5. Order parts; 6. Keep merchandise reordered in the proper number and quantity to fit the needs of the business; 7. Use the card catalog filing system; 8. Keep the parts department orderly and neat.	

School Name Goldendale

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Clerk/Typist

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE May 6, 1973
AGE OF STUDENT _____
SEX: M _____ F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will satisfactorily demonstrate the below mentioned skills upon completion of this training.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Report for training on a punctual basis; 2. Give proper notification of absenses from training; 3. Establish a proper, business-like relationship with the supervisor and other office personnel; 4. Demonstrate the ability to file numerically; 5. Demonstrate the ability to file alphabetically; 6. Demonstrate increased proficiency in typing skills a. Using a manual typewriter; b. Using an electric typewriter; 7. Type correctly the forms used by the office; 8. Type the documents used by the office; 9. Type correspondence correctly; 10. Use the 10-key adding machine; 11. Compile information using files and other records; 12. Post financial information; 13. Use correct follow-up procedures; 14. Develop correct telephone technique when: a. Answering the phone; b. Taking messages; c. Obtaining information by telephone; 15. Greet the office guests and give them basic information; 16. Develop the correct handling skills for recording incoming and outgoing mail; 17. Dress properly for the office situation.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Nurses' Assistant
DOT CODE 07.0303
DATE January 2, 1973
INSTRUCTOR _____
AGE OF STUDENT _____
SEX: M _____ F _____
STUDENT _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will be able to perform those skills of a nurses' assistant. These skills include: taking x-rays, preparing for exams, and taking blood counts.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to:	
1. Direct patients to exam room - basic hx of illness;	
2. Take temperature, pulse, and blood pressure;	
3. Know hypodermic injection technique;	
4. Set up for minor surgery;	
5. Know initial care of accident victim;	
6. Assist in minor surgeries;	
7. Use aseptic techniques;	
8. Care for surgical instruments - including sterilization;	
9. Care for the central supply area, x-ray department, and maintenance room;	
10. Develop x-rays;	
11. File x-rays;	
12. Take the following x-rays: chest, hand, finger, arm, ankle, foot, toes, knee, KUB, skull series, and elbows;	
13. Do laboratory work: ure of cell counter et hemoglobin meter, hematocrit determmotion;	
14. Do routine urinalysis;	
15. Care for lab instruments.	

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School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Clerk, General

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE October 2, 1973
AGE OF STUDENT _____
SEX: M _____ F XX
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will be able to demonstrate to the satisfaction of the trainer those skills required of a clerk/typist in this office.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Report for training on a punctual basis; 2. Give proper notification of absences from training; 3. Establish a proper, business-like relationship with the supervisor and other office personnel; 4. File numerically; 5. File alphabetically; 6. Demonstrate increased proficiency in typing skills a. Using a manual typewriter; b. Using an electric typewriter; 7. Type correctly the forms used by the office; 8. Type the documents used by the office; 9. Type correspondence correctly; 10. Use the 10-key adding machine; 11. Compile information correctly using files and other records for this research; 12. Post information properly; 13. Use correct follow-up procedures; 14. Develop correct telephone techniques a. Answering the phone; b. Taking messages; c. Obtaining information by telephone; 15. Greet the office guests and give them basic information; 16. Record incoming and outgoing mail; 17. Dress properly for the office situation.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE General Store Operation

DOT CODE 290.468

DATE _____

INSTRUCTOR _____

AGE OF STUDENT _____

SEX: M _____ F _____

STUDENT _____

YR. IN SCH: 11 __ 12 __

Overall Behavioral Objective: The student will know the general operations of a grocery store.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Receive incoming stock; 2. Order stock; 3. Stock shelves; 4. Price articles; 5. Keep daily inventory control; 6. Stock refrigerated food cases; 7. Tally customers purchases in cash register; 8. Make change; 9. Bag groceries.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Radiator Repair
DOT CODE 17.0101
DATE _____
INSTRUCTOR _____
AGE OF STUDENT _____
SEX: M _____ F _____
STUDENT _____
YR. IN SCH: 11 12

Overall Behavioral Objective: Learning experiences specifically concerned with the installation, operation, testing, and trouble shooting of various types of air cooling equipment and of the controls needed for operation.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Repair cooling systems in automotive vehicles; 2. Test radiators for obstructions or leaks by pumping water or compressed air through them; 3. Flush radiators with cleaning compound to remove obstructions; 4. Remove radiator core from automobile and clean it by poking rod through it or by boiling it in water, immersing it in solvent, or by a combination of boiling out and rodding out; 5. Solder leaks in core or tanks using soldering iron; 6. Disassemble, repair, or replace defective water pump; 7. Replace faulty thermostats and leaky head gaskets; 8. Install new cores, hoses, and pumps.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Sales Clerk _____ DOT CODE 290.478

DATE _____

INSTRUCTOR _____ AGE OF STUDENT _____

SEX: M _____ F _____

STUDENT _____ YR. IN SCH: 11 12

Overall Behavioral Objective:

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Order merchandise; 2. Keep shelves stocked with merchandise; 3. Price articles; 4. Prepare inventory of stock; 5. Tally customers purchases in cash register; 6. Make change; 7. Wrap or bag merchandise.	

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School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Meat Cutting
DOT CODE 17.2903
DATE _____
INSTRUCTOR _____
AGE OF STUDENT _____
SEX; M _____ F _____
STUDENT _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will have the knowledge and the skill to become a meat cutter.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to:	
1. Keep a sanitary and safe training station;	
2. Accept instruction and criticism from a supervisor;	
3. Dress appropriately for the job;	
4. Get along with the public;	
5. Sell over-the-counter;	
6. Take orders on beef and pork;	
7. Order beef and pork from supplier in the right quantity and number for the business;	
8. Bone meat;	
9. Break front quarter for retail cuts;	
10. Break hind quarters for retail cuts;	
11. Mix meat to grind;	
12. Wrap meat;	
13. Do basic cuts with hand saw;	
14. Cut meat with power saw;	
15. Do the display case: selling and advertising.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Bookkeeping

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE July 12, 1972
AGE OF STUDENT _____
SEX: M _____ F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will be a capable and employable bookkeeper.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Manipulate the various machines in the office: 10-key adding machine, 10-key calculator, typewriter; photo copier, and telephone; 2. Journalize the cash journal; 3. Add and balance the cash journals; 4. Post the general ledger; 5. Compute the payroll; 6. Enter the payroll into the general journal; 7. Balance the general ledger; 8. Journalize the monthly miscellaneous adjusting entries; 9. Compute financial statements; 10. Compute closing entries.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Leather Goods
INSTRUCTOR _____
STUDENT _____

DOT CODE 17.3400
DATE August 28, 1972
AGE OF STUDENT 18
SEX: M XX F
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will be able to do all phases of building and repairing of leather goods.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Sew on four different sewing machines: long arm Singer flat top, Champ harness stitcher, Singer patch machine and Pfaff upholster; 2. Grade leather; 3. Cut leather; 4. Hand sew leather; 5. Hand stitch leather; 6. Treat leather; 7. Die leather.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Body & Fender Repair

DOT CODE 17.0301

DATE September 18, 1972

INSTRUCTOR _____

AGE OF STUDENT _____

SEX: M _____ F _____

STUDENT _____

YR. IN SCH: 11 12

Overall Behavioral Objective: The student will be able to do all types of body work refinishing and reconstructing.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Remove dents using the proper tools for a specific job; 2. Expand metal using proper care and judgment; 3. Pull dents using the proper tools; 4. Mix, apply and smooth out putty; 5. Do light sheet metal welding; 6. Prime, repaint and touch up automobile finishes.	

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School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Log Scaler

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE _____
AGE OF STUDENT _____
SEX: M _____ F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will be able to operate on a beginning level as a log scaler.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Recognize different species of logs; 2. Use the scaling stick correctly to measure diameter; 3. Use the scalers tape correctly in determining accurate lengths of logs including trim; 4. Use the proper scaling arrangement of every log; 5. Use the codes for defects and fill out a scaling ticket properly; 6. Determine the various defects in a log and how they apply to volume and grade by species; 7. Scale logs within the allowable limits of the + or - 5% net scale; 8. Use the Scribner Decimal "C" Scale Rule; 9. Use safety procedure in scaling; 10. Pass written scalers test.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Retail Sales Mgmt.

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE September 7, 1973
AGE OF STUDENT _____
SEX: M _____ F XX
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will demonstrate those skills necessary for a person to become an assistant manager in a retail store.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Develop signs for in-store advertising; 2. Develop newspaper advertisements consistent with the policy of the store; 3. Make sales; 4. Use skill in using the following forms: refunds, receipts, I.C.A., return registers, order forms, red-line adjustments, guarantees for tires and batteries, gun registration forms, electronic equipment and tire registrations; 5. Show skill in handling all freight procedures: check-in, returns, and freight claims; 6. Inventory; 7. Develop a skill in human relations, telephone conversations, and handling complaints; 8. Develop skill in the following cash procedures: making change, making the bank deposit, counting the house bank, ordering change, accepting checks, handling credit applications, handling credit approvals, and handling credit ratings; 9. Compute hourly earnings; 10. Calculate the payroll taxes; 11. Compute the business taxes; 12. Write checks; 13. Determine when merchandise must be paid for to take advantage of discounts; 14. Understand the business expenses called overhead;	

The student will be able to:

15. Dress properly;
16. Report for training on a punctual basis;
17. Make arrangements for absences from training before the reporting time. (24-hour advance notification of absence)

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Retail Sales

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE October 2, 1973
AGE OF STUDENT _____
SEX: M XX F ____
YR. IN SCH: 11 12

Overall Behavioral Objective: Upon completion of this training the student will have developed the skills necessary for a person to enter this career with entry level ability.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Dress properly; 2. Report for training on a punctual basis; 3. Give proper notification of absences in advance of training time; 4. Demonstrate a proper, business-like relationship with the trainer and other personnel; 5. Make change; 6. Close the daily journal; 7. Develop correct telephone technique; 8. Use correct selling techniques; 9. Perform accurate inventory; 10. Develop correct store opening procedures; 11. Prepare ceramics for firing, firing the kiln, painting, staining and glazing; 12. Show artistic skill in the proper development of mod-podge, flower arrangement, and gift wrapping; 13. Ability to recommend items in the following craft areas: mod-podge, oil painting, tole painting, flower arranging, Chenille craft, bead craft, stitchery, macrame, foam craft, and candle making.	

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School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Nurses' Aide

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE August 19, 1973
AGE OF STUDENT _____
SEX: M _____ F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will be able to perform those skills of a nurses' aide in a convalescent home.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Dress properly; 2. Use currect handwashing technique to prevent the spread of disease from one person to another; 3. Help a woman patient take care of her hair; 4. Keep the patient's room in a clean and orderly appearance; 5. Know the correct fire procedure; 6. Strip, wash and make a bed; 7. Care for the flowers of a patient; 8. Serve food to a patient; 9. Move a patient; 10. Help an ill person walk; 11. Sterilize bed pans and urinals; 12. Give a back rub; 13. Give a person a bed bath; 14. Help a patient shave, comb his hair, clean his teeth, care for his nails, and dress and undress. 15. Assist a patient during a tub bath; 16. Assist a patient during a shower; 17. Install a foot board and rails on a patient's bed; 18. Admit a patient to the convalescent home; 19. Discharge a patient from the convalescent home; 20. Describe the procedures to follow when a patient dies; 21. Take the blood pressure of a patient; 22. Give a patient an enema;	

The student will be able to:

23. Describe those situations where heat therapy may be used;
24. Describe those situations where cold therapy may be used.

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Taxidermy
DOT CODE 17.99
DATE July 13, 1972
INSTRUCTOR _____
AGE OF STUDENT _____
SEX: M _____ F _____
STUDENT _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will have the knowledge and skill to mount any animal or bird.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Skin and apply preservatives to small animals and birds; 2. Build body form from measurements taken on skinning of animals and birds; 3. Apply the hide to the finished form; 4. Do the necessary procedures to mount medium sized animals and birds; 5. Do complete wall head mounts; 6. Do rug mounts with open mouths; 7. Do rug mounts with closed mouths; 8. Do complete body mounts of large animals.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Drafting

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE August 19, 1972
AGE OF STUDENT _____
SEX: M XX F _____
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will have developed those skills of a draftsman at the entry level.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Name the drafting equipment as it is displayed; 2. Do basic exercises with ease using the drafting equipment; 3. Show skill using the straight edges and pencil; 4. Show skill using the straight edges and ink; 5. Show skill using the curves and pencil; 6. Show skill using the curves and ink; 7. Show skill using the straight edges and curves in ink on mylar; 8. Show skill using the Leroy Lettering Set; 9. Show skill using the rapidograph pen with straight edges and curves on paper and on mylar; 10. Burnish on numbers and pattern sheets; 11. Demonstrate the proper handling and care of all equipment; 12. Describe the types of maps used by the Planning Commission; 13. Read steriographic pairs; 14. Demonstrate survey skills; 15. Demonstrate map construction and drawing; 16. Show familiarity with engineering drafting; 17. Show familiarity with design drafting.	

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School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE Dental Assistant

INSTRUCTOR _____

STUDENT _____

DOT CODE _____
DATE August 19, 1972
AGE OF STUDENT _____
SEX: M _____ F XX
YR. IN SCH: 11 12

Overall Behavioral Objective: The student will demonstrate those skills required of a dental assistant.

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to: 1. Use correct chairside procedures in assisting a patient and the dentist during a treatment; 2. Use correct procedures for taking x-ray exposures of the teeth and jaw; 3. Use correct procedures for making impressions; 4. Use correct procedures for getting a patient and a treatment room ready for the dental procedure to be conducted by the doctor; 5. Identify by name, each tooth of the human mouth; 6. Identify by name, the boney and tissue structures of the mouth; 7. Use correct procedure for sterilizing all instruments; 8. Use correct procedure for cleaning the treatment room; 9. Maintain correct attitude of a dental assistant; 10. Identify by name, the dental instruments and equipment; 11. Use correct procedure for handling sterilized instruments and equipment; 12. Dress properly.	

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE _____ DOT CODE _____

DATE _____

INSTRUCTOR _____ AGE OF STUDENT _____

SEX: M _____ F _____

STUDENT _____ YR. IN SCH: 11 _____ 12 _____

Overall Behavioral Objective:

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	ESTIMATED HRS. OF LEARNING TIME	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to:		

School Name _____

BEHAVIORAL OBJECTIVE TRAINING PLAN
and
STUDENT PROGRESS REPORT

COURSE TITLE _____ DOT CODE _____

DATE _____

INSTRUCTOR _____ AGE OF STUDENT _____

SEX: M _____ F _____

STUDENT _____ YR. IN SCH: 11 _____ 12 _____

Overall Behavioral Objective:

BEHAVIORAL OBJECTIVE COMPETENCIES NEEDED TO ACHIEVE THE OVERALL OBJECTIVE	ESTIMATED HRS. OF LEARNING TIME	DATE OF COMPETENCY ACHIEVEMENT
The student will be able to:		

APPLICATION FOR ADMITTANCE INTO THE
COMMUNITY RESOURCE TRAINING PROGRAM

CRT coordinators who have piloted the program have discovered that there is certain information that is essential to some understanding of a student's motivation and desire for enrolling in the program. Such information may also be useful in working with the CRT who will train the student. Information about trainees can be obtained from an application to be filled in by the student. It is recommended that the CRT coordinator use a formal application form as the basis of a personal interview that he would conduct with the student applicant. Furthermore, if the demand for enrollment in the program is heavy and the size of the program is limited, the application form may well serve as one component of a selection process.

There are two forms suggested n the following pages (CRT B-74 and CRT B1-74). The coordinator may find that either one of these forms is compatible with the circumstances that exist in a given district. Some coordinators may choose to redesign one or both of the forms to fit existing conditions.

SCHOOL NAME _____ DATE _____

APPLICATION FOR ADMITTANCE INTO THE COMMUNITY RESOURCE TRAINING PROGRAM

Name of Student _____ Date _____
(last) (first)

Age (last birthday) _____ Date of Birth _____ Ht. _____ Wt. _____

Physical Condition _____ Remarks _____

Address _____ Telephone Number _____

Mother's Name _____ Occupation _____

Father's Name _____ Occupation _____

Occupational Plans _____

_____

CRT Offerings: List Priorities

A. _____

B. _____

C. _____

Others: _____

High School Credits: (Including ninth grade)
English _____
Social Science _____
Mathematics _____
Foreign Language _____
Science _____
Commercial _____
History _____
Vocational _____

What subjects do you need for graduation? _____

Do you intend to go to college? _____ Reason _____

In what extra-curricular activities have you taken part? _____

_____ List those you wish to take part

in this year: _____

List as references three teachers under whom you have studied for at least

one semester: _____

_____

School Name_____ DATE_____

APPLICATION FOR ENROLLMENT

COMMUNITY RESOURCE TRAINING PROGRAM

PLEASE PRINT

NAME_____

MAILING ADDRESS_____

TELEPHONE_____ YEAR IN SCHOOL (1973-74)_____

DATE OF BIRTH_____ GRADE POINT AVERAGE_____

FATHER'S NAME_____ MOTHER'S NAME_____

EDUCATION:

Elementary School_____ From_____ to_____

Junior High School_____ From_____ to_____

Senior High School_____ From_____ to_____

What do you plan to do upon graduation from high school?_____

_____

REFERENCES:

Do Not List Relatives.

	Name	Address	Occupation
1.			
2.			
3.			

WHAT TYPE OF TRAINING DO YOU WANT?

1st Choice_____

_____

2nd Choice_____

_____

_____

COMMUNITY RESOURCE TRAINER CONTRACT

It is essential that the Community Resource Trainer and the school understand the nature of the services to be performed by the trainer. Basic activities at least should be detailed in the form of a training agreement. It is recommended that all CRTs agree to and sign the form, CRT C-74, or something very similar. In addition, those Community Resource Trainers who will receive some form of wage or stipend from the school district for services rendered, must be under contract with the district in much the same manner as would be those other lay citizens of the community who might be employed to provide services. Form CRT D-74 has been used successfully. Both forms appear on the following pages.

Compensation paid a trainer may also cover supplies and equipment rental that are necessary for the training program, but that would not otherwise be necessary for the conduct of the trainer's business. It is incumbent upon the CRT coordinator to consult with the local school administration in order to be certain that all local regulations and policies are included in the contractual agreement.

School Name_____ Date_____

Distribution

CRT_____

Coord._____

Supt._____

Principal_____

COMMUNITY RESOURCE TRAINING PROGRAM

For All CRT's

Training Agreement

The following Community Resource Trainer_____

representing_____
(name of business or firm)

agrees to provide training in the basic skills, attitudes, and knowledge deemed necessary for a person to develop a saleable skill at an entry level as a/an_____.

This training will be provided for the following student-learners:-

_____

_____

on a daily basis while school is in session.

The Community Resource Trainer realizes that daily instruction and close supervision of the student-learner is a necessary and essential part of this training. The students' training may be terminated upon notification to the Coordinator by the Community Resource Trainer.

The Community Resource Trainer will consult the Program Coordinator on any problems that arise concerning the performance of the student-learner(s).

The Program Coordinator will assist the Community Resource Trainer with training problems pertaining to the objectives of the training outline. The Program Coordinator will provide assistance in obtaining instructional materials and supplies.

The Community Resource Trainer shall at all times maintain a student-trainer relationship consistent with the provisions of the Department of Labor and Industries.

Signed_____ Signed_____
(Trainer) (Superintendent)

Date_____ Signed_____
(Principal)

Signed_____
(Coordinator)

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School Name _____

COMMUNITY RESOURCE TRAINER CONTRACT

It is hereby agreed, by and between the Directors of School District No. _____, County of _____, State of Washington, and _____ that the latter shall be compensated as a Community Resource Trainer and will function in accordance with the Training Agreement attached hereto.

In consideration of such service, he/she shall be paid by the School District at the rate of $_____ per hour.

This agreement shall be in force from _____, 19_____, to _____, 19_____.

Date _____ Signed _____
(Community Resource Trainer)

Approved by the Board of Directors of _____ School District No. _____ this _____ day of _____ 19_____.

_____

_____

_____

_____

_____

Approved by _____
School District Superintendent

Date: _____

STUDENT TRAINING AGREEMENT

Although the CRT program is not a traditional vocational cooperative training strategy, it draws upon some of the techniques that have been developed over long years of experience in cooperative education. One of those techniques is the requirement that the student and the school enter into a training agreement. Such an agreement spells out the responsibility that must be assumed by the student in order to assure not only that the educational effort is successful for the student, but that the present and future integrity of the program is protected.

Program integrity is critical if CRT is to serve the needs of future students. One way to help establish integrity of a program is to lay out a standard of reasonable conduct commensurate with the expectations that employers traditionally have of employees--a standard that attempts to assure Community Resource Trainers of appropriately motivated students in return for their instructional effort.

Form CRT E-74 has been used to good advantage in impressing upon trainees the need for attitudes conducive to an effective learning atmosphere. It will be noted that the agreement is signed by the student, the coordinator, and the parent in order that all are aware of the characteristics and requirements of an educational strategy unique among traditional high school offerings.

SCHOOL NAME_____ DATE_____

Distribution
Student_____
Parent_____
Coordinator_____

CRT PROGRAM

STUDENT - SCHOOL TRAINING AGREEMENT

High School_____ School District_____

Student's Name_____ Date_____

I AGREE TO ABIDE BY THE FOLLOWING CONDITIONS:

1. To drop all activities which interfere with my sucessful completion of education and training in the community school program.
2. To maintain proper personal appearance requirements of the course in which enrolled.
3. To be in attendance as required unless excused by the community resource trainer.
4. To maintain proper behavior required for learning to occur for myself and others.
5. To maintain proper business conduct at all times.
6. To abide by any and all rules and regulations, practices and procedures of the community school program not specifically stated above.
7. The student has responsibility for providing his or her own transportation to location.

I UNDERSTAND THAT ANY VIOLATION OF ANY PART OF THE ABOVE AGREEMENT MAY RESULT IN MY BEING DROPPED FROM THE PROGRAM AT THE DISCRETION OF THE INSTRUCTOR.

SIGNED_____
Student

I have read and understand the above agreement my son or daughter has entered into as a pre-requisite to acceptance into the community school program of vocational education and training. I grant permission for my son or daughter to be enrolled in this program and will assist in helping my son or daughter to live up to the terms of this agreement. I understand that my son or daughter is enrolled in a high school training program and will receive no financial reward during instructional hours.

SIGNED_____ SIGNED_____
Coordinator Parent of Guardian

DATE_____

CRT COORDINATORS CALL REPORT

There are probably as many different call report forms as there are school districts with cooperative vocational education programs. The CRT coordinator will benefit from keeping a record of coordination activities. The next page provides an example of a very simple format (CRT F-74). There are several reasons for keeping a call report file. Chief among these are:

1. The coordinator has a record of conversations with the trainer that relates to student training station problems that might best be solved in a school or classroom setting.
2. The coordinator has a record of trainer comments regarding the student's progress (or lack of it).
3. The coordinator may be called upon to justify his time being spent in the community, outside the school plant. The call report file provides logical documentation on those few occasions when such justification seems most appropriate. (It is not uncommon for some school districts that support vocational cooperative programs to require, as a simple matter of course, regular and periodic submission of coordinator call reports.)
4. The coordinator has a record that may be used as the basis for preparing an annual district report on CRT program activities.
5. The coordinator may use the call report as the basis for establishing a file for potential community resource training stations.

School Name_____ Date_____

CRT Coordinator's

Call Report

Course Title_____ Company_____

CRT Instructor_____ Address_____

Student_____ Student_____

_____ _____

Date	

Form CRT F-74

STUDENT ATTENDANCE RECORD

The student attendance record may well vary from one school district to another in keeping with local attendance policy. The sample displayed on the next page (CRT G-74) has been used effectively in at least one school district with a CRT program. The purpose of an attendance record is three-fold:

1. It provides the trainer with a record of the number of hours that he has devoted to the training of his student.
2. It assists the coordinator with at least one estimate of progress in terms of hours of training that the student has devoted toward completion of the behavioral objectives.
3. It may provide the school with an attendance record for reporting purposes for state reimbursement. Here again the coordinator is well advised to consult with local school administrators as to local attendance policies and regulations.

School Name _____ Date _____

CRT Program
MONTHLY ATTENDANCE REPORT

Student _____ D.O.T. _____ Month _____

Instructor _____ Course Title _____

Day	TIME In	am pm	Out	am pm	TIME In	am pm	Out	am pm	TIME In	am pm	Out	am pm	TOTAL HOURS
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													
26													
27													
28													
29													
30													
31													

TOTAL ATTENDANCE HOURS

Comments:

THE COMMUNITY RESOURCE LABORATORY
FACILITY/TRAINER DESCRIPTION

It is entirely possible that in a given community there are certain training station sites that would be more appropriate than others. On the occasion that a CRT coordinator might have for touring and/or observing a particular training site, it behooves him to record his impressions of the instructor's qualifications and the training station or laboratory facilities that are available to the student. Such information is valuable to the coordinator in documenting his selection of a particular site when such documentation becomes necessary.

Information about the facility and instructor are valuable aids in informing the student about the station in which he will be learning. Parents may also wish to have some insight into their youngsters' educational environment. The coordinator may wish to update his information about instructor and facility qualifications when changes occur on the training station site. Such records should prove to be invaluable, not only for future reference by the present coordinator, but also for reference by any future coordinators who might be employed by the district.

Coordinators of cooperative education programs have learned the desirability of setting standards for local training stations that are in line with community educational philosophy. The suggested form displayed on the next two pages, CRT H-74, can be useful in serving as the basis upon which local training station standards can be established. In addition to a suggested blank form, a sample which has been filled in will be found. Noteworthy attention should be given to the description of the learning activities, particularly as such activities differ from the statement of behavioral objectives discussed earlier in this manual.

School Name _____

COMMUNITY RESOURCE LABORATORY

Name of Company Dental Office of Dr. Smith Owner/Manager Dr. Smith

Address _____ Phone _____

Instructor Ms. Jones
Ms. Johnson

Brief description of instructor's qualifications:

Ms. Jones - Inservice training plus seminar classes in: x-ray techniques for dental assistants, office techniques, and practical management for dental offices.

Ms. Johnson - Inservice training plus seminar classes in: practical management for dental offices, office techniques and x-ray. Also training courses for dental laboratory assistants.

Description of laboratory facilities:

Dr. Smith has a large, well-equipped office with two patient treatment rooms, a dental laboratory, office space and reception room.

Describe the learning activities that will take place:

The following is a partial list of the student's learning activities:

1. The student will be given assignments related to the study of anatomy;
2. The student will be given study assignments related to dental terminology and will apply such terminology;
3. The student will be given assignments applicable experiences to patient record keeping;
4. The student will be involved with the doctor/patient relationship at chairside;
5. The student will be given experiences in the dental laboratory;
6. The student will be given experiences related to x-ray equipment.
7. The student will be given experiences related to telephone communication with patients.

School Name _____

COMMUNITY RESOURCE LABORATORY

Name of Company _____ Owner/Manager _____

Address _____ Phone _____

Instructor _____

Brief description of instructor's qualifications:

Description of laboratory facilities:

Describe the learning activities that will take place:

School Name _____

COMMUNITY RESOURCE LABORATORY

Name of Company _____ Owner/Manager _____

Address _____ Phone _____

Instructor _____

Brief description of instructor's qualifications:

Description of laboratory facilities:

Describe the learning activities that will take place:

CRT DOCUMENTATION OF COSTS

The Community Resource Trainer may find it advantageous to identify the costs that are incurred by his venture into the cause of education. Some will find that there are materials, supplies and equipment rental costs over and above those that are experienced in the normal operation of a business enterprise. The form supplied for this purpose is CRT I-74. Such documentation may be of value in requesting school district reimbursement for unusual and/or regular additional costs. An accumulation of such information from a number of community resource trainers would go far in establishing the case for strong community support of the program.

School Name _____ Date _____

CRT Program

Documentation of Course Cost

_____
(Name of Business)

_____
(Date)

_____
(Name of Trainer)

_____
(Title of Course)

Expenses

a. Supplies such as: _____

_____

_____ $ _____

b. Equipment such as: _____

_____

_____ $ _____

c. Loss of time: _____

_____

_____ $ _____

d. Others: _____

_____

_____

_____ $ _____

_____ _____
(Coordinator) (Trainer)

STUDENT EVALUATION

It is recommended that CRT student's progress be evaluated by the trainer and the coordinator on at least a quarterly basis. The evaluation should be based upon the pre-established behavioral objectives. It is important that the coordinator explain to the Community Resource Trainer what the basis for evaluation will be with such explanation being made both at the time the student begins his training and at the time that the evaluation is made. It is suggested that the trainer will fill out the evaluation form in the presence of the trainee so that positive and negative comments can be discussed openly. The completed evaluation form should be reviewed by the coordinator and the trainer prior to the coordinator's review with the student. Sample forms, CRT J1-74 and J2-74, are provided for the periodic evaluation.

There should also be an evaluation of the student upon completion of the course that describes the competencies that the trainee has developed. Sample form CRT J-74 is provided for that purpose. On the page following the sample evaluation forms, there will be found a sample Completion Certificate that should be awarded to the student. It is recommended that the awards be made to CRT students in a public or student body meeting.

For students under 18 who will enter employment in hazardous occupations, for which the CRT training has been provided, the Certificate of Completion is absolutely necessary for such students to receive a work permit from the State Department of Labor and Industries. The experience of those who have piloted the CRT program has shown that the Completion Certificate is also a valuable tool for the CRT graduate in

applying for a job because it spells out the nature of the job training and the competencies that have been developed.

In addition to the sample Completion Certificate, the reader will find a sample "Honorary Degree" certificate. This certificate is awarded to those Community Resource Trainers who have given of time and effort to provide local high school students with job entry skills. These certificates may be awarded in a number of ways, from the simple hand delivery by the coordinator to the trainer, to an awards ceremony or appreciation banquet in which the local superintendent or some other school official would present the certificate. (The appreciation banquet might well be planned, sponsored and carried off by the students in honor of their trainers.) Such a ceremony might also be the occasion for awarding of Completion Certificates to the student trainees.

School Name_____ Date_____

Community Resource Training Program

Student Quarterly Evaluation Sheet

Name of Student_____

Date of Evaluation_____

Training Station_____

CRT Trainer_____

Course Title_____

The student has achieved the following specific

Behavorial Objectives of the Course:

Form CRT J2-74

School Name _____ Date _____ Quarterly

CRT Program
STUDENT EVALUATION SHEET

Name of Student _____ Rated by _____

	Above Average	Satisfactory	Needs Improvement	Comment
PERSONAL APPEARANCE				
Dresses according to the rules				
Grooming is above reproach				
Speaks well and uses a good choice of words				
Presents a businesslike appearance				
HUMAN RELATIONS				
Cooperates with trainer				
Accepts suggestions and instruction				
Is courteous and friendly				
ATTITUDE TOWARD LEARNING				
He is inquisitive				
He is enthusiastic				
Gives Attention to details				
IMPROVEMENT IN SKILL				
Is gaining good working habits				
Is able to think for himself				
Recognizes value of the training opportunity offered to him				
PUNCTUALITY				
Arrives on time				
Arranges for lateness or for time-off in advance				

66

67

School Name_____ Date_____

COMMUNITY RESOURCE TRAINING PROGRAM

Evaluation for Completion of Course

Name of Student_____

Date_____

Training Station_____

Trainer_____

Course Title_____

The student has met the entry-level standards in the following competencies:

Honorary Degree

In appreciation of your work as trainer in the Vocational Programs of Goldendale School District 404 we award the honorary degree of Downtown Faculty Member to:

_____

Name of Trainee

_____

Name of Business

_____

Arthur L. Binnie, State Director
Coordinating
Council for Occupational Education

_____

Principal

_____

District Superintendent

_____

Coordinator

Community Resource Training Program
Certificate of Achievement

This certifies that

_____

has completed a course of instruction in

_____

and has achieved these competencies identified on the reverse side.

Given this ____ day of _____ 19 ___

_____ _____

C.R.T. Instructor *Superintendent*

_____ _____

C.R.T. Program Manager *State Director - Executive Officer Council for Occupational Education*

_____ _____

Chairman Local Advisory Committee *Local Vocational Director*

71 72

_____

has achieved the following competencies:

COMMUNITY RESOURCE TRAINING PROGRAM
POTENTIAL TRAINER SURVEY

The form on Page 59, CRT K-74, is recommended for use in developing a file of information on potential training stations. Information for this file might be accumulated by the coordinator during a concertrated effort to identify possible training stations either prior to enrollment of students or after enrollment has been completed and student training desires are specifically known. The best way to obtain data for this form is through a personal interview; the form may be completed during the initial interview with a potential trainer and made a part of the coordinator's call report file, CRT F-74 (p. 42).

It will be noted that some of the information sought here is also found on Form CRT H-74 (p. 47). The coordinator may wish to consolidate selected information from these two forms to establish one form for local use that provides the necessary data for a complete file on training station sites.

School Name _____ Date _____

COMMUNITY RESOURCE TRAINING PROGRAM
POTENTIAL TRAINER SURVEY

Company or Firm Name _____

CRT Instructor _____

Phone _____

Street Address _____

Number of Training Stations _____

Student Assignments:

Name	Course Title	Time of Day
_____	_____	_____
_____	_____	_____
_____	_____	_____

CRT Compensation Required: _____

Additional Comments:

Text and Supply Requirements:

Description of potential training "laboratory" and qualifications of trainer:

INSURANCE

Whenever a student leaves the school premises, insurance coverage is a factor that must be seriously considered by the school administration. In the CRT program there is a concern for insurance coverage for the student, for the school, and for the Community Resource Trainer. Placing a student with a trainer off campus negates school liability insurance unless the superintendent contacts the school insurance agent to make him aware of the fact that students are being trained off campus. It is critical that the insurance agent understands that off campus training of students may take place at any time during or outside of the traditional school hours. Unless the school insurance agent is made aware of this extension of the school program into the community, the trainer may become liable for student injuries. It is incumbent upon the coordinator to impress upon the trainer that the trainer is not liable--that the school insurance covers the trainee and that the training situation is, for insurance purposes, considered to be a school classroom. The Community Resource Trainer must have this assurance if he is to be expected to continue his efforts in the training program. The school administration must make certain that the student, Community Resource Trainer and the school district are covered with appropriate insurance.

For students who are receiving training in "hazardous occupations", it is important to know that this designation does not apply to a <u>training</u> situation. "Training" implies that the student will learn the safe way to perform a task rather than discovering safe and unsafe practices through trial and error learning as is too often the case in an actual employment situation. The coordinator must assume the responsibility of analyzing

every training program for unsafe conditions and potential hazards if he is to function in the best interest of his students.

In summary, then, with regard to "hazardous occupations", it appears that students under 18 may train in such occupations under strict supervision, but may not be employed in such occupations without evidence (see section of this manual on Student Evaluation and Completion Certificates) of completion of supervised training in the occupation. The specific behavioral objectives for the course must include safety training applicable to the specific job for which the student is being trained.

STATE AND FEDERAL REGULATIONS

There are certain legal constraints that affect cooperative education and other educational activities that find students in training stations outside the school plant. In the State of Washington the applicable legislation, policies and regulations fall within the purview of the State Department of Labor and Industries. There is also some federal legislation that impinges upon student training outside the actual public school site. On the following pages there will be found lists of applicable documents, excerpts from legislation, and information about sources of additional knowledge relative to student concerns.

It must be emphasized that the CRT student on the training station site is under close supervision of a trainer qualified in the occupation for which instruction is being provided, and that the training outline is developed in such a way that there is good assurance that the student will not be involved in productive labor during his training and instructional period. Furthermore, CRT coordinators are urged to work in close cooperation with personnel in the Washington State Department of Labor and Industries. Constant attention to all appropriate rules and regulations are highly desirable in this regard.

Excerpt from "Employment

Relationship Under the Fair Labor

Standards Act"

United States Department of Labor
Employment Standards Administration
Wage and Hour Division

TRAINEES

The Supreme Court has held that the words "to suffer or permit to work", as used in the Act to define "employ", do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not employees within the meaning of the Act:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Publications School Administrators

Should Have in Their Files and

With Which They Should Be Familiar

1. "Employment Relationship Under The Fair Labor Standards Act"

   WHPublication 1297 (Rev) February 1973

2. "Handy Reference Guide to the Fair Labor Standards Act"

3. "A Guide to Child Labor Provisions of the Fair Labor Standards Act"

   WHPC Publication 1258 Revised January 1969

   Write to: U. S. Department of Labor
   Wage and Hour Division
   1821 Smith Tower
   506 Second Avenue
   Seattle, Washington 98104

4. "Employment Standards" effective April 15, 1974

   For this and other publications related to State Labor Laws:

   Write to: Evelyn M. Hylton, Supervisor
   Employment Standards Section
   State of Washington
   Department of Labor and Industries
   General Administration Building
   Olympia, Washington 98504

STUDENT TRANSPORTATION

It must be made clear to the student and to the student's parents or guardian that, in the final analysis, the student is responsible for his own transportation to and from the school site and the training station. There are several transportation options that the local district may wish to consider. First is the possible use of a school bus to transport a group of students to and from a common, central location. This option may be considered in order to reduce individual student costs and to retain some measure of school control over student travel. A second option would provide school authorization for students to travel in their own automobiles. A third option would see establishment of a system whereby parents provide transportation of students. A fourth option is the obvious car pool which may be provided by either students or parents.

There are regulations available from the Transportation Office of the State Superintendent of Public Instruction that deal with several of the options listed above. Such regulations provide, under specified conditions, for state reimbursement of transportation costs for educational purposes. The local school administrator should investigate these possibilities. Again, the student should understand that when all else fails, he alone is responsible for transportation to and from his training station.

SOME POSSIBLE AREAS OF OPERATIONAL CONCERN

The area of interpersonal communications is a matter of concern in nearly every human activity. The CRT program does not deviate from the norm in this regard. It is essential that communications lines are open between and among the CRT coordinator, CRT students, Community Resource Trainers, school district administrative staff and school faculty.

CRT coordinators have identified several potential problem areas during the course of the pilot project. Those concerns that seemed to be particularly common or difficult are described below. There are few if any pat solutions, but there are many plausible courses of action that have been born of necessity. A system of communications among CRT coordinators across the state will do much to identify possible effective solutions to some of the problems mentioned below. The CRT coordinator is urged to record action taken, and procedures and techniques used in alleviating common concerns. It is suggested that such a record be made a part of the local coordinators copy of this manual for possible insertion in subsequent editions.

1. Student absences can be a problem if the student fails to call the coordinator and the CRT. Steps should be taken to impress upon the student the importance of calling in when absence occurs.
2. There will be times when the Community Resource Trainer will have second thoughts about the responsibility that he assumed when he agreed to become a "school teacher". On occasion a trainer will call the coordinator, announcing that he is resigning

immediately. In order to save the program for a particular student, the coordinator must act with all due haste to ward off such an action. Frequently the problem will lie in a misunderstanding or lack of communication between the student and the trainer, but the problem may also reside in a misunderstanding between the trainer and the training agreement with the school.

3. Another source of difficulty may arise when there are student-trainer personality conflicts. There are a number of techniques that a coordinator may use to resolve, or at least alleviate such conflicts.

4. There is a possibility that a trainer may feel that the coordinator is not coordinating. Such a feeling may be real in that the coordinator may inadvertently neglect to call upon a trainer if little or no difficulty has been apparent on the part of the student or his training station. The coordinator should establish a minimum call calendar and make his calendar known to all trainers. Provision will be made for additional calls to be made at any time the student or trainer desire the coordinator's counsel.

5. Lack of student interest in the CRT program may be the result of a communication problem between the coordinator, high school counselors and other school staff. It is the responsibility of the coordinator to keep the counselors, the teaching staff and the high school principal informed. The coordinator should consider this as a regular and continuing part of his job, for without knowledge of a program on the part of all high school

personnel, it is unreasonable to expect counselors to inform students or to suggest that students inquire about the program.

6. Another potential problem area relates to one of compensation for the trainer. Such compensation may take the form of a stipend or wages or simple reimbursement of the trainer's expenditures for instructional materials over and above normal business expenses. The trainer may, at the outset, be magnanimous to the point of declining any offer of compensation, but during the course of the year, may decide that compensation is a matter for real concern. The coordinator and the school administration must be prepared to act appropriately in order to resolve the problem before a good training station is lost.

7. There will be occasions when the Community Resource Trainer will find it necessary to move to another community during the course of a school term. The coordinator should have a plan that can immediately become operational in an attempt to salvage as much of the training effort as possible and accommodate the needs of the student who has been assigned to train under the CRT in question.

8. When the CRT coordinator is working with the trainer during the course of instruction, he may often feel himself in the roll of counselor. It is essential that on every contact the coordinator will show and feel real concern for the trainer and his instructional problems, and for trainer-student problems that might exist.

9. The CRT coordinator must show and feel the same, personal concern for student-trainer problems. The coordinator constantly must assume the counseling roll when conversing with the student about his relationship with the trainer.

10. A potential problem area can be side-stepped when the coordinator makes it absolutely clear to all parties that confidential information taken from the trainer about the student (or the student about the trainer) will remain confidential. The coordinator and the student both must recognize the confidential nature of some business practices that are indigenous to each training station. Such confidentiality must be impressed upon the student in order to ease potential concerns of the trainer.

11. A program of positive public relations between the coordinator (school) and CRTs will do much to relieve potential problems. It is essential that the coordinator make a point to thank all who have participated in and cooperated with the program at the end of the year--employers, trainers, supervisors, school administration, faculty, and parents. The "Honorary Degree" certificate found elsewhere in this manual is one effective way of saying thanks to the downtown faculty.

12. Some of the CRT training courses are bound to be completed prior to the completion of a regular school term. The coordinator must be prepared to resolve the problem that develops when the student no longer has any kind of CRT training station or related classroom responsibility. A plan to accommodate such students, cognizant of the attendance policies and regulations of the local district, must be well defined for all concerned before the program begins.

ADVISORY COMMITTEES

The local vocational education committee is one of the hallmarks of vocational education. It has long been recognized that a working representative advisory committee can serve as the back-bone for the effective operation of a well-planned vocational education program. There are numerous publications that speak to the purpose, establishment and operation of vocational advisory committees. One such publication is produced by the American Vocational Association and is available from Publication Sales, American Vocational Association, 1510 "H" Street, N.W., Washington, D. C. 20005. The name of the booklet is The Advisory Committee and Vocational Education. It was published in 1969 and sells for $1.25 per copy with a 10% discount on orders of ten or more. In addition to that booklet, the following pages provide the CRT coordinator with valuable information relative to the utilization of advisory committees. Critical points to be considered in working with local advisory committees are as follows:

1. That they be established in accordance with Washington State requirements for such committees.
2. When an advisory committee meeting is called, the coordinator should have identified a definite purpose for the meeting. The purpose of calling a meeting for the sake of "having a meeting" doesn't pay.
3. Keep advisory committee representatives informed on a regular basis. Do this by:
   a. Holding regular, meaningful meetings;

b. Provide bulletins, memorandums or other written communication to all members;

c. Consult with individual members between meetings.

State of Washington
SUPERINTENDENT OF PUBLIC INSTRUCTION
Division of Vocational-Technical and Adult Education Services
Old Capitol Building
Olympia, WA 98504

UTILIZATION OF ADVISORY COMMITTEES

The term "Advisory Committee" refers to the committee or committees appointed by local school authorities in connection with the operation of a local program of vocational education.

PURPOSES AND FUNCTIONS OF ADVISORY COMMITTEES

Advisory committees are organized for the general purpose of making the vocational education program as efficient and effective as possible so that community and trainees may be served to the greatest advantage. Their functions include recommendations and advice to the local school authority on such matters as the following:

1. Establishing standards for the selection of trainees.
2. Determining training needs and training possibilities.
3. Determining content and length of courses.
4. Determining qualifications needed for and selecting instructors.
5. Selecting equipment and instructional materials and establishing specifications for training areas.
6. Strengthening public relations and publicity relative to the program.
7. Counseling, guidance, and placement of trainees.
8. Suggesting production work or "live" projects to be used as instructional vehicles in obtaining training objectives.
9. Securing adequate support for both capital outlay and current operation expenses of the program.
10. Promoting and supporting beneficial and constructive legislation for vocational education on local, State, and Federal levels.
11. Working on any other matters that will strengthen and develop the program.

TYPES OF ADVISORY COMMITTEES: GENERAL, INDUSTRY, AND OCCUPATIONAL COMMITTEES

The term "general advisory committee for vocational education" is used here to designate an overall advisory committee which may be utilized by local school authorities in the vocational education program within the geographical area served by the school system. This committee will provide advisory service in determining school system objectives and policy in connection with the types of vocational education services that are needed in the community and the relative emphasis that should be given to the several phases of the program. This committee may also provide a desirable relationship with the public. The committee does not become involved in the details of the specific training functions for an industry or occupation and should never be used instead of industry or occupational committees, but may supplement such committees in the promotion of their interests and responsibilities.

"Representative advisory committees" are sometimes referred to as "industry advisory committees." These committees may be used in suggesting or determining types of training service needed for an industry such as aircraft, machine-tool, shipbuilding, electrical, and restaurant. This type of committee may also be used to supplement craft or occupational committees within an industry. It is not advisable to use this type of committee in planning courses and facilities for training in specific occupations. It may be used, however, in selecting members for craft or occupational committees that do have this responsibility.

"Craft or occupational committees" are those used in planning training for a specific craft or occupation, and are involved with the details of the training program content and length. It is recommended that this type of committee be used wherever possible in planning courses of instruction and particularly where the training is in an apprenticeable craft.

All of these committees come into being through appointment of their members by local school authorities. Appointment of members to the committees should be based upon the recommendations of the organizations, industries, or groups which they represent.

COMPOSITION OF EACH TYPE OF COMMITTEE

The General Advisory Committee for Vocational Education

Since the activities of the general advisory committee for vocational education are largely promotional, it is advisable to have representation from as many as possible of the organizations or groups within the community interested in all phases of vocational education. This committee may consist of as many as 20 or 30 members. Kinds of organizations with industrial interests that may be represented on this committee include: Central Labor Council, Metal Trades Council, Building Trades Council, State Employment Service, employer associations, Federal and State apprenticeship training agencies, Chamber of

Commerce, veterans' organizations, and service clubs. Any other organized groups which may be helpful in the promotion of the overall program may be included. This committee may have an executive board of four or six members who can meet as frequently as necessary on call of the school authorities to consider matters of urgency pertaining to the vocational program.

Representative Advisory Committees for Industrial Education

Representative advisory committees for industrial education or industry advisory committees should be composed of equal representation from industrial management and labor. Members should be selected by the industries or organizations they represent. These committees will be most effective if their membership is confined to six or eight, with alternates for each position.

Craft or Occupational Advisory Committees

Craft or occupational advisory committees should also consist of equal representation from industrial management and labor (employer-employee), appointed by their respective employers or labor organizations. All members, however, should be qualified either as workers or supervisors in the occupation that the committee represents. A committee of six or eight with alternates is most effective.

It is recommended in the case of apprenticeable occupations where "joint management-labor apprentice committees," as organized by the Federal Bureau of Apprenticeship or State apprenticeship agencies, have been established that such committees be utilized by school authorities as craft advisory committees. However, their status as school district committees should be established by appointment in this capacity. Utilizing a joint apprenticeship committee in a dual capacity makes possible a much higher degree of coordination and cooperation on all levels of training to the craft; for example, pre-apprentice, apprentice, and trade-extension training. Such committees are especially advantageous in channeling pre-apprentice or preparatory trainees into apprenticeship. This combination also eliminates the confusion which often arises when more than one committee is utilized in training for a specific craft in a job market area. When joint apprenticeship committees are used in this dual capacity, they should clearly understand the difference between their functions in the apprenticeship on-the-job work program and their advisory functions in connection with the school program.

Where joint apprenticeship committees are already in existence, a request should be made in writing to the industries, organizations, and/or associations involved to designate this same committee to serve as an advisory committee to school authorities on related instruction for apprentices, or other school training pertaining to the craft. (See 3.42-1, Pages 48 and 49, Part I - Washington State Plan for Vocational Education, 1973.)

Distinction Between School Advisory Committees and Local Joint Apprenticeship Committees

While it is recommended that local joint apprenticeship committees also be used as craft advisory committees to the schools on all school training pertaining to their respective crafts, it should be kept in mind that the functions and responsibilities of the committees in their two capacities are entirely different.

Joint apprenticeship committees are actually administrative in nature on matters pertaining to apprenticeship standards. They are advisory, only, when being utilized by the schools.

General procedure for using these committees in a dual capacity is to have them meet as joint apprenticeship committees, completing their agenda for this program, and then become craft advisory committees acting on the agenda presented by school authorities on school training problems pertaining to their crafts. This eliminates the necessity for calling the committee out on two separate occasions and also avoids the confusion and misunderstanding which may prevail in the minds of members when administrative matters pertaining to on-the-job training and those relating to school training are being considered.

SUGGESTIONS ON ORGANIZATION AND FUNCTIONING OF GENERAL AND CRAFT COMMITTEES

When a craft advisory committee is first organized, it is advisable to request the respective firms or organizations to submit their nominations of members for staggered terms of tenure. For example, in the case of a three-three craft committee, one member from each side serves for a one-year term, one for a two-year term, and one for a three-year term. All subsequent appointments are for a three-year term. This eliminates the possibility of a complete change of committee members, thus providing the schools with a nucleus of experienced members on the committee at all times. It is well to stress with the respective employers and craft organizations the importance of nominating those representatives who have an interest in the occupation and the time and willingness to carry out their responsibilities as members, including attendance at meetings. When a committee member becomes irregular in attendance at meetings, the school authorities should request his organization for a replacement. A similar staggered term for members may be arranged in the organization of the general advisory committee for vocational education and for industry advisory committees.

At the first meeting of an advisory committee, a representative of the vocational department of the local school system should serve as temporary chairman. The first order of business should be a discussion of the purposes and functions of the committee and the selection of a chairman and secretary to serve for a definite period. It is suggested that one of these officers come from the employee representatives, in the case of industry or craft committees.

The agenda should be prepared prior to each meeting and sent to each member far enough in advance to permit consideration of the problems and topics to be discussed by committee members. Attendance at committee meetings is considerably better when members are reminded by telephone just before the meeting. Where possible, it is well, at least once a year, to hold a general meeting of all advisory committees where an open discussion of the total program of vocational education may be conducted. Through such a meeting, members of all committees become better acquainted with the total program and the accomplishments and progress of the specific activities and services. All recommendations and suggestions of a committee should be formal and made a matter of record in the committee minutes. It should also be a part of the committee's responsibility to follow up all recommendations.

UTILIZING THE SERVICES OF ADVISORY COMMITTEES IN PUBLIC RELATIONS

Advisory committees are an excellent medium for publicizing the vocational program and the building of strong public relations. Each member of an advisory committee should be encouraged to carry back to his organization complete information on the objectives and accomplishments of the whole vocational program as well as those of his own specific field. Members of the general committee, as well as of craft committees, are extremely helpful in gaining proper recognition and support for financing vocational programs through their appearance at meetings of the board of education, community organizations, and other groups whose support is essential to the effectiveness of the program.

In some communities, it has been found to be quite beneficial to conduct an "open house" where significant activities and services of the vocational education program may be exhibited to the general public. This type of public relations becomes especially effective when an "open house" committee composed of representatives from the general and craft advisory committees assists school authorities in planning and publicizing the program. Committees may also be helpful in securing newspaper and radio publicity for the vocational program. It is advisable to utilize committee members in connection with special program activities and meetings in which their cooperation and participation will be of interest. Activities of this nature by committee members have a tendency to arouse their enthusiasm and support for the program.

School authorities should not hesitate to take their problems to the advisory committees. Usually, the committees will be ready and willing to assist in every way in bringing about a sound and constructive training program.

IMPORTANT POINTS TO BE REMEMBERED WHEN WORKING WITH ADVISORY COMMITTEES

Experience in working with advisory committees has emphasized certain working principles and methods that should be kept in mind as a guide to success. The following are presented for consideration:

1. Committees are not administrative in their functions, but are organized for the purpose of advising and counseling with the school authorities on matters concerning the program and making suggestions and recommendations for the guidance of local school authorities with respect to program operation. They should be given a clear understanding of their objectives and responsibilities at the outset of their service.

2. Since members of committees serve on a voluntary basis, they should not be expected to carry out functions in which considerable detail work is involved.

3. School authorities should acquaint committees with the total vocational program including all of the various services.

4. Informational material in the program should be put in the hands of each of the committee members and this material should include pertinent releases and publications of the local board of education, State Superintendent of Public Instruction, and the U. S. Office of Education.

5. Regularly scheduled meetings should be held and special meetings may be called at the request of school authorities, the chairman of the committee, or any three members of the committee.

6. Insofar as possible, committee meetings should be held at the building in which the training program is conducted.

7. Committees working in connection with new programs or courses should meet at least once a month during the first year of operation or until such time as the program is functioning smoothly.

8. All committees should meet not less than four times during the year.

9. All facts pertaining to the phase of the program for which they are particularly responsible should be made available to them.

10. Consultants from industrial organizations and agencies should be made available to the committees in providing specific information that may be needed.

11. A representative of the vocational department of the local school system should be in attendance at all meetings.

12. In programs where supervisors and/or coordinators are employed, the supervisor and/or coordinator responsible for the particular program for which the committee is responsible should be in attendance at all meetings.

13. Instructors should attend committee meetings when requested.

14. Complete information on the financing of the vocational education program should be available to all committees.

15. Information on existing and pending vocational legislation should be provided to all committees and the aid of committees should be solicited in support of constructive new legislation.

16. School officials should maintain a complete file of the minutes of all committee meetings. Copies of minutes should be distributed to all committee members and alternates.

PITFALLS TO BE AVOIDED IN WORKING WITH ADVISORY COMMITTEES

The skill with which the organization and work of advisory committees is managed by the local school authorities will, in a large measure, determine the benefits that may be derived from their use. In this connection, it may be well to keep in mind possible pitfalls that may be encountered if not avoided through recognizing them in advance. School authorities should not:

1. Hand-pick committee members.

2. Permit committees to become administrative in their functions.

3. Conceal facts pertaining to a program from a committee.

4. Enter into labor-management controversies.

5. Fail to keep a copy of the minutes of each meeting on file.

6. Take action within the realm of a committee's advisory function without first consulting with the committee.

7. Start programs before meeting with and consulting the committee involved.

8. Start production projects within the training program before conferring with the interested committee.

HIGH POINTS IN THE INTEREST OF EFFECTIVE INSTRUCTION

1. The objectives of a vocational education program can best be accomplished when the training offered is planned in cooperation with management and labor representatives of the industries served.

2. The full cooperation and support of local industry and its workers can be expected when, and only when, their representatives have had a part in determining training needs, planning, and operating the program through recommendations and suggestions.

3. Committee members will be truly representative of their respective organizations only when they have been selected by such organizations.

4. When more than one committee becomes involved with training for a specific craft or occupation, the overlapping of functions tends to disrupt the efficient operation of the training program, and it is, therefore, advisable to utilize existing committee members whenever possible for advisory purposes in connection with the school program.

5. Any vocational program which attempts properly to serve industry and trainees must have the respect and confidence of the industry served; and the degree to which this respect and confidence exists is a measure of the value of the program.

6. Local advisory committees should be fully informed of their functions and responsibilities at their first meeting in order that they may understand clearly the purposes and limitations of their service to the schools.

7. Advisory committees should be informed that training offered through the preparatory or pre-apprentice courses is designed not to prepare finished workmen but to prepare students for entrance into their jobs as apprentices or learners; and, on this basis, credit for this preliminary training may be arranged.

8. Instructors of vocational subjects should be acceptable to the management and labor representatives on advisory committees from the standpoint of both occupational competence and personal qualities.

9. Craft (or occupational) advisory committees can be used in planning training and courses and also in revising programs and courses to meet the changing conditions in industry and requirements of industrial workers.

10. The cooperation and support of industry and industrial workers cannot be secured through the mere appointment of a committee. The committee must be active and functional in the development and maintenance of the program.

11. Experience proves that vocational education can provide the highest degree of service to both industry and trainees only when the training programs are planned and managed with the advisory assistance of management and workers.

INSTRUCTION OF COMMUNITY RESOURCE TRAINERS
(Training the Trainer)

"If the learner hasn't learned, the teacher hasn't taught." The CRT coordinator has the responsibility for providing his CRTs with the necessary information that will enable them to convey their skills and knowledge to others.

There are several state CCOE personnel who are available to travel to a local district for the purpose of providing a training program for CRTs. Such training programs can be accomplished in three or four clock hours.

Another plan for solving the problem of providing CRTs with effective instructional methods will find the CRT coordinator himself.providing instruction to his CRTs in a short series of hard-hitting group sessions.

A third, but time-consuming option, for training the trainer is a process of individualized instruction provided by the coordinator. There are certainly other strategies, not the least of which might be development of an individualized, programmed instructional package designed for these purposes. Regardless of the strategy selected, however, it must be remembered that most CRTs hold down full-time jobs in addition to this new venture into the realm of education. Their cooperation must be nurtured and their desire to be of community service reinforced from the beginning. Acquisition of effective techniques of instructing others will be sought by most, but the coordinator may be inviting sudden waning interest if he attempts to require too many tedious hours of "learning how to tell people about the thing I know best".

In any event, an inservice instructional program should be offered sometime during the second or third week of the school term. After some ten or twelve days of coping with the problem of conveying to others "that which one knows best", many CRTs will have reached a learning-readiness stage.

To assist in this instruction the following pages are provided for the CRT coordinator. The theory of vocational education is critical to any vocational instructional program. That theory is well summarized in "Prosser's 16 Theorems of Vocational Education". (The 16 Theorems are worthy of review by all vocational educators as well as by those who are new to the business.)

More educational information that will be useful to a coordinator in providing instruction to his CRTs will be found in the accompanying item entitled "Some Facts That Affect the Teaching Process".

The five "stick figure" pages that complete this section of the manual may be useful to the CRT in the actual instruction of his student trainee as well as useful to the coordinator in training the CRT.

PROSSER'S SIXTEEN THEOREMS ON VOCATIONAL EDUCATION
a Basis for Vocational Philosophy

Dr. Charles A. Prosser, first National Director of Vocational Education, developed and publicized the following sixteen theorems in the early days of vocational education development in this country as a basis for sound and successful programs. Many attempts have been made throughout subsequent years to re-phrase or update these statements, without success. There are certain minimum standards without which one may not reasonably expect to operate a program of vocational education and be effective generally in programs of either preparatory or extension education. There is little reason to believe that these basic standards have changed materially since the early development of the program. For this reason, these sixteen theorems are being quoted with a short interpretation supplementing each theorem.

1. "Vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work."

   This theorem dictates that the type, kinds, amount, use and arrangement of space, materials, equipment and supplies for a preparatory program should be a replica of those in employment. It has a bearing upon the length of time devoted to skill development necessary to approach industrial practice. It has implications for quality and quantity production expected. It has direct implications for teacher-learner ratios. It relates directly to the efficiency with which a student transfers from school to employment.

2. "Effective vocational training can only be given where the training jobs are carried on in the same way with the same operations, the same tools and the same machines as in the occupation itself."

   The implications of this statement are that instructors must have recent employment experience in order to be skillful in the use of the latest equipment and must make use of the same types of tools and equipment as would be currently found in employment; and, use live work or work identical to that provided in employment for instructional experience rather than pseudo or so-called project work. Emphasized here is that the skills taught should follow the same basic practices as industrial employers would expect, and learners should be able to move from the training situation to employment situation with little need for adjustment.

3. "Vocational education will be effective in proportion as it trains the individual directly and specifically in the thinking habits and the manipulative habits required in the occupation itself."

   Two important education factors are implied in this statement. First - thinking habits, which implies that the scientific or

problem solving approach is being developed in students; and second - that manipulative skills be performed with sufficient repetition that habit formation takes place. This, in turn, has implication for the length of class periods and for the total length of courses. There is also an implication here for a major aspect of the occupation, namely the technical related content where knowledge and facts are as essential for thinking, as tools are for productive work.

4. "Vocational education will be effective in proportion as it enables each individual to capitalize his interest, aptitudes and intrinsic intelligence to the highest possible degree."

   This theorem has direct implication to class size, to individualized instruction, to instructional methods, to effective tuidance and selection of learners, and to the promotional plans for the program. Here also, is that each specific vocation may well have its own unique requirements for admittance. For example, the depth and ability in mathematics could vary considerably between various occupations as would the physical and other characteristics of individuals.

5. "Effective vocational education for any profession, calling, trade, occupation or job can only be given to the selected group of individuals who need it, want it and are able to profit by it".

   Vocational education is not for everyone and this statement implies that those admitted should be carefully selected through effective guidance procedures and should be potentially successful as future productive workers. Persons should be selected on the basis of their own interests and aptitudes, and on the basis of their being potentially a successful employee following preparation.

6. "Vocational training will be effective in proportion as the specific training experiences for forming right habits of doing and thinking are repeated to the point that the habits developed are those of the finished skills necessary for gainful employment."

   This statement effects one of the most crucial requirements for successful vocational preparation. Few people could be prepared to perform skillfully some work without having spent sufficient time in performing the variety of skills required so that habit formation may take place to the end that they can practice these skills at a future date. The direct implication here is for adequate lengths of time during the day, and for an adequate period of time in months to cover the skill and technical development essential for effective employment as a productive worker.

7. "Vocational education will be effective in proportion as the instructor has successful experience in the application of skills and knowledge to the operations and processes he undertakes to teach."

The implication in this case is that a teacher cannot teach that which they do not know; and, since the subject matter for a vocational teacher is composed of the skills and knowledge of the occupation, it would follow that teachers who are recognized as highly competent workers themselves through actual successful employment experience would be most desirable for a vocational program. The recency of any such experience is also of utmost importance if learners are to be prepared for current expectations of employers; and thus, the recency of work experience of the potential vocational teacher is implied in this theorem.

8. "For every occupation there is a minimum of productive ability which an individual must possess in order to secure or retain employment in that occupation. If vocational education is not carried to that point with that individual, it is neither personally nor socially effective."

We see in the above statement a direct bearing upon the proficiency expected of learners who wish to find their place in the world of work. Vocational education must prepare the individual to meet the employment requirements of employers. Again, to meet these employment requirements requires considerable preparation which relates to the length of the period, day or year required for the particular offering.

9. "Vocational education must recognize conditions as they are and must train individuals to meet the demands of the "market" even though it may be true that more efficient ways of conducting the occupation may be known and that better working conditions are highly desirable."

Vocational education programs can never exist as merely courses in a school system, but must be considered a community-wide project. Therefore, this statement implies the dire need for the use of craft committees; for instructors with recent employment experience; and for a program that is geared to existing opportunities in the community, the area or the state. Instruction beyond immediate needs is encouraged, but not at the cost of basic current needs of employers.

10. "The effective establishment of process habits in any learner will be secured in proportion as the training is given on actual jobs and not on exercises or pseudo jobs."

This theorem emphasizes again the need for practical, live work on which learners may practice developing the skills essential to an occupation. Learners cannot obtain the feel for the kind of work that will be done in employment when working on pseudo jobs or so-called projects. The work performed must be as identical and as up to date as possible with current practice in employment situations.

11. "The only reliable source of content for specific training in an occupation is in the experiences of masters of that occupation."

This statement reaffirms the need for occupational analysis as the basic method for curriculum development. It also emphasizes the importance of effective involvement of representative occupational advisory committees in assisting in curriculum planning. The occupationally competent instructor must utilize both these resources in the construction of his detailed course content.

12. "For every occupation there is a body of content which is peculiar to that occupation and which practically has no functioning value in any other occupation."

This statement has direct implication to the close coordinated instructional program between the related technical construction and the skill development phase of the program. The application of mathematics and scientific principles to problems of the vocation should be the emphasis rather than teaching segregated subject matter courses which may or may not have direct relationship to the needs of the student. So-called broad or general areas of instruction in the subject matter unrelated to the problems at hand will have little benefit to the development of a competent worker.

13. "Vocational education will render efficient social service in proportion as it meets the specific training needs of any group at the time that they need it and in such a way that they can most effectively profit by the instruction."

This statement emphasizes the desire on the part of an individual to learn, in that vocational education should provide what the learner wants at the time he wants it, and in relation to his own recognized needs. This theorem has particular emphasis to the extension programs for employed workers since they will not use their own time to attend courses unless they are reaping direct benefits of immediate use from such attendance.

14. "Vocational education will be socially efficient in proportion as in its methods of instruction and its personal relations with learners it takes into consideration the particular characteristics of any particular group which it serves."

This theorem implies that there is no single set of general characteristics such as school grades, IQs or other such characteristics that should be used as a basis for projecting vocational success; but rather by knowing the individual student's interests, aptitudes and abilities, he can usually be guided into successful vocational experiences or guided away from enrolling in occupations for which he is unsuited.

15. "The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized."

Here the implication is for flexibility within the framework of sound standards which support good vocational education rather than maintaining a rigid and inflexible plan. Vocational educators should be always alert to possible improvement and willing to work toward continually adjusting the programs in light of changing employment requirements.

16. "While every reasonable effort should be made to reduce per capita cost, there is a minimum below which effective vocational education cannot be given, and if the course does not permit of this minimum of per capita cost, vocational education should not be attempted."

Preparation for employment is generally more costly than general education, whether it be at the skilled, paraprofessional (technical), or professional level. This additional cost is usually dependent upon the space, equipment, materials, and the necessity for smaller class size than would be true of normal academic programs of instruction. However, this statement directly implies that it is better not to attempt a vocational program than to operate it below the economic level that would lead to success. Vocational education is not cheap education, but it is economically sound to provide it.

If every vocational educator responsible for programs of instruction would only maintain this list of sixteen theorems in front of them and make a serious effort to meet these goals, the result would, in almost every instance, be sound, quality vocational education. The more nearly a vocational program can approach the full realization of these theorems in its operation, the higher the quality program will be. Any attempt to disregard any one of these basic and fundamental concepts can only result in undermining and destroying the program of vocational education for the citizens of the community.

Source of original statements:

Prosser, C. A. & Quigley, T. H. "Vocational Education in a Democracy" American Technical Society, Chicago, Illinois, 1949 Pp. 217-232

SOME FACTORS THAT AFFECT THE TEACHING PROCESS

TEACHING IS A PROCESS IN WHICH:

The teacher plans, presents, tests, and thereby helps learner to understand information or develop a skill.

The learner develops new knowledge, new qualities, and new abilities and is able to apply them to a trade situation.

Even though the learner will not learn unless he takes an active part, the instructor is primarily responsible for success. "If the learner hasn't learned, the instructor hasn't taught."

1. The good instructor makes the most effective possible use of the learner's senses.
   a. Men learn faster by seeing and hearing than by hearing alone.
   b. Men learn still faster when doing or saying is added to seeing and hearing. It is doing which makes learning permanent.
2. The good instructor designs his lesson and course to take advantage of the three principles of learning.
   a. Readiness. You learn a thing when you feel a need for it. You must be interested. Conditions must be right.
   b. Effect. You must get satisfaction out of learning. Satisfaction comes from the success you have in learning the job. The more certain you are of success, the greater the desire to learn.
   c. Practice. You like to repeat those things you have learned to do well, so practice becomes a pleasure rather than drudgery. The more you do a thing, the better you are able to do it.
3. People differ in many ways, and these differences affect:
   a. The reasons they have for wanting to learn something. An argument that convinces one person of the need for a lesson may not convince another.
   b. The speed and thoroughness at which each person learns. A teaching approach that works with one person may not work with another. That is why it is important to make frequent checks to see if individuals are learning, re-teaching as needed, using varied approaches to get the job done.
4. The instructor must remember that adults:
   a. Usually can see relationships between what they know and what they are studying. If an instructor knows a learner's background, he may be able to discuss the lesson in terms the learner already understands.
   b. Are usually active learners and need a chance to apply what they are learning.
   c. Are serious, almost always seeking a specific goal.
   d. Are less inclined to be impulsive and need time to think processes and problems through.

THE FOUR-STEP PLAN OF INSTRUCTION (With Teaching Points)	FACTORS THAT APPLY OR MIGHT BE USED TO MAKE TEACHING MOST EFFECTIVE
STEP I. PREPARATION OF THE LEARNER a. Put the learner at ease. b. Find out what he already knows. c. Get him interested in learning.	4a
STEP II. PRESENTATION a. Tell, show, demonstrate, illustrate, and question in order to put over knowledge or operation. b. Instruct slowly, clearly, completely, and patiently one point at a time. c. Check, question, and repeat. d. Make sure the learner really learns.	2b
STEP III. APPLICATION (PERFORMANCE TRYOUT) a. Have learner perform the operation. b. Ask questions beginning with "Why", "How", "Who", "When", "Where", or "What". c. Observe performances, correct errors, repeat. d. Make sure the learner really learns.	
STEP IV. TEST (FOLLOW-UP) a. Test to determine if he has learned. b. Put him on his own. c. Check frequently and be sure he follows instructions. Taper off extra follow-up until he is qualified to work with normal supervision.	

COMPLIMENTING AND CORRECTING LEARNERS

A sincere compliment can help make learning more effective. Correction, on the other hand, can block progress if it is not done properly.

These suggestions will help the instructor handle both corrections and compliments.

1. Avoid criticism. Nobody likes to be criticized, and most men want to learn; therefore, avoid criticism in the sense of "bawling out" a man for having done something wrong. Instead, show him how he could have done it better.

2. Compliment before you correct. Always find something on which to compliment a man before you correct him. It will make him more receptive to your correction. Make sure the compliment is sincere.

3. Let the trainee correct himself. When the trainee is induced to correct himself, the factor of unpleasantness is almost entirely eliminated. First compliment, then ask the trainee if he can think of anything he could have done that would have made his performance better. If he can't think of anything, you will have to make a suggestion.

4. Don't overdo correcting. Good instructors exercise restraint when correcting. They know that if they correct every little thing a man doesn't do quite right, they'll make him nervous, damage his self-confidence, and instead of being a help, their corrections will be harmful and annoying.

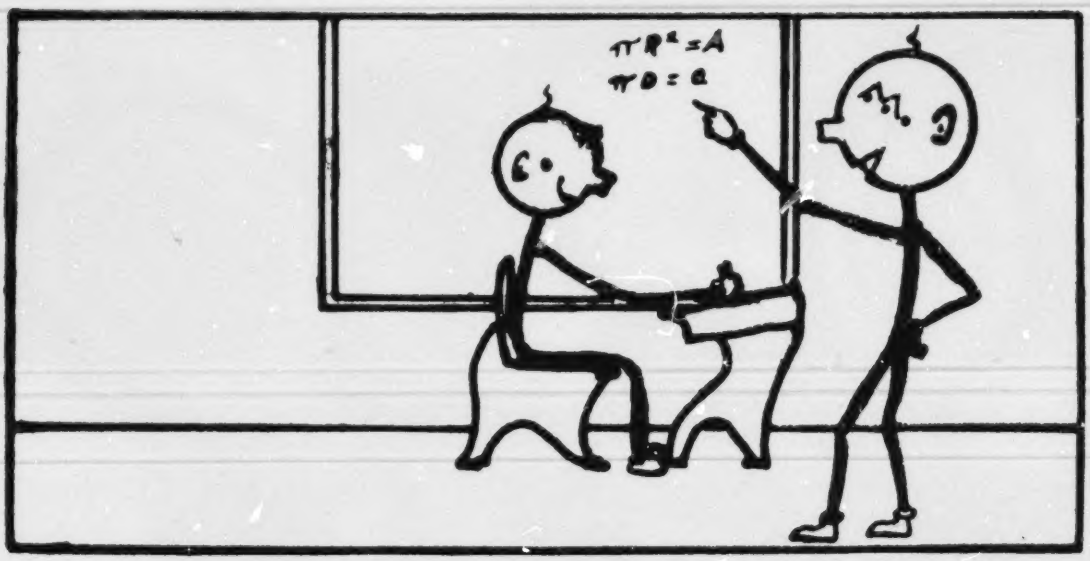
5. Don't correct in front of others. This, the worst kind of criticism, is embarrassing and demoralizing.

6. Don't be too quick to blame the trainee. If he doesn't do something right, the fault may lie in your methods of teaching.

7. Encourage the trainee. Compliments are an essential part of teaching. They encourage learning. Use judgment and do not overdo compliments. They can be spaced to serve as a steady support for the trainee's morale. There should be a good basis for all compliments, but a man doesn't have to do a perfect job to deserve a compliment. Improvement or progress, even though slight, is a basis for a sincere compliment.

8. Be prompt with your compliments or corrections. Make them immediately following the trainee's performance. Don't do it an hour later or the next day. It is especially important to compliment a person at the end of the day--it sends him home with the feeling of success, makes him feel that you were of help, and that working with you is worthwhile.

YOU CAN INSTRUCT IF YOU WILL:



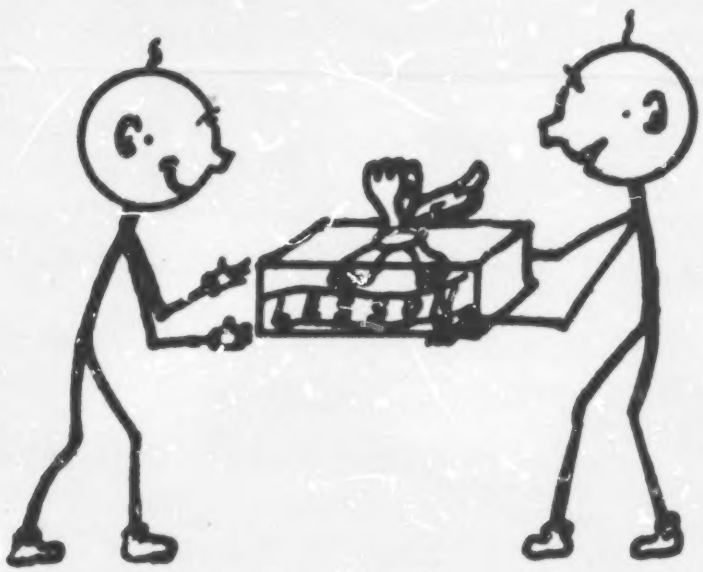
1. PREPARE THE LEARNER
2. PRESENT THE LESSON
3. APPLY THE LESSON
4. EVALUATE YOUR TEACHING

"If the learner hasn't learned, the teacher hasn't taught."

PREPARE THE LEARNER

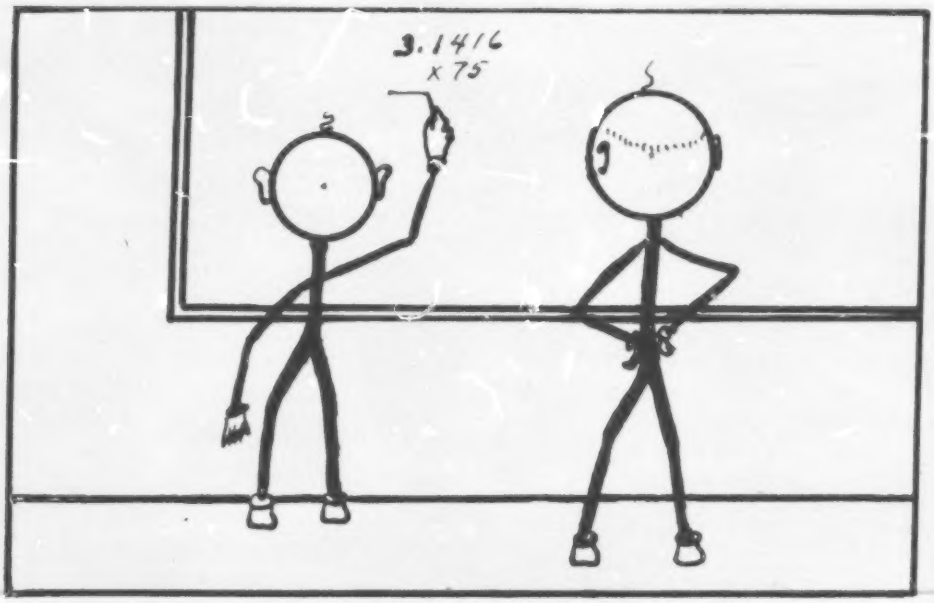
1. PUT HIM AT EASE
2. FIND OUT WHAT HE ALREADY KNOWS
3. SHOW HIM HOW AND WHERE IT WILL HELP
4. CREATE A DESIRE TO LEARN

PRESENT THE LESSON



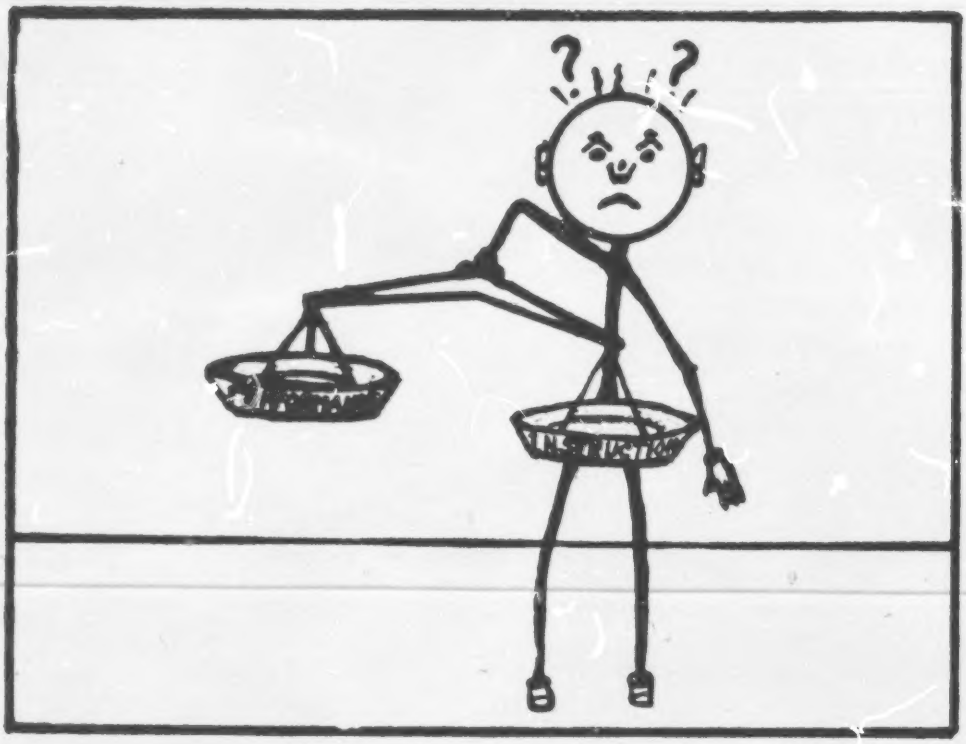
1. PLACE THE LEARNER IN CORRECT POSITION
2. TELL, SHOW, DEMONSTRATE, QUESTION
3. PRESENT, STEP, BY STEP, PROGRESSIVELY
4. STRESS KEY POINTS
5. EMPHASIZE SAFETY FACTORS

APPLY THE LESSON



1. HAVE LEARNER PUT THE IN-FORMATION OR SKILL TO USE
2. LEARNERS MUST PARTICIPATE
3. PREVENT OR CORRECT ERRORS
4. INSIST ON PERFORMANCE TO MATCH INDUSTRIAL PRACTICES
5. COMMEND GOOD WORK

EVALUATE YOUR TEACHING



1. CHECK OR TEST PERFORMANCE
2. BE SURE HE KNOWS
3. RE—TEACH IF NECESSARY
4. FOLLOW—UP
5. EVALUATE AND IMPROVE YOUR TEACHING TECHNIQUE

TEACHER CERTIFICATION

In order to assist in the maintenance of the vocational integrity of the CRT program, planners and developers of the strategy have been in complete agreement that, among other safeguards alluded to throughout this manual, the CRT coordinator would hold a current, valid, Washington State Vocational Certificate. In addition to holding a current certificate, the potential coordinator must also enroll in an instructional program that speaks to techniques of coordination of a cooperative vocational education offering, and which deals specifically with the techniques of conducting a CRT program along the lines of the model described within this manual.

Furthermore, in order for a local school district to be eligible for state and federal reimbursement under any vocational education program, the responsibility of that program must lie with a vocationally certificated individual. Standards for certification of vocational teachers are available through the Certification Office of the Coordinating Council for Occupational Education or through the Assistant Superintendent of Vocational Education in the Office of the State Superintendent of Public Instruction.

COMMUNITY ENDORSEMENT AND SUPPORT

During the two years in which the CRT Program was being piloted, many unsolicited and solicited endorsements and testimonials were received by the Coordinating Council for Occupational Education and by the three school districts in which the program operated. These endorsements came in several forms. Many were oral, but a large number were supplied in written form. A representative sample from community trainers, school administrators and students is provided on the following pages.

The first four endorsements were taken from tape recordings of local school officials who were asked to express their opinions of the program in connection with the preparation of a slide-tape documentary developed by CCOE staff for public information purposes. The tapes were used in the documentary with permission of the speakers and are quoted here in an attempt to establish at least some small exposure to the potential implications that the program has, not only for better education, but also for improved school-community relations.

Comment of Mr. Roland Flory, Superintendent, Methow Valley School District:

"In my opinion, the CRT program is probably the best tool that has been devised so far. I can see it as an avenue for making skill education available for students that could not ever in any other way have this available to them; and I feel it should be made available to all small high schools. In respect to the school-community relationships, the experience we've had in just this one year with CRT has built a rapport between the school and the community -- at least, the community and the Vocational Education department that we've never before experienced."

Comment of Mr. Dean Farley, Superintendent, Darrington School District:

"The people of Darrington have expressed a desire for more Vocational Education in their school district, and being a small school, it's been very difficult for us to add traditional vocational classes. The CRT program has provided those vocational opportunities for the students who desire to do something different than the traditional classroom or academic program. I'm sold on the program. Even if the State does not fund the program, we're going to continue to operate it. We feel we're doing a lot of good for a lot of students; and we hope to continue with the program."

Comment of Mr. Harold Oxwang, Principal, Goldendale High School:

"I think it is an excellent program for kids. It gives them an opportunity to prepare for a saleable skill in a wide range of vocational areas. In a small isolated community such as Goldendale, it is impossible for us to take part in a Cooperative program and it would be prohibitive to finance a broad vocational program that would meet the needs of the students. I feel this is better than a Cooperative program because the areas of training are as numerous as the vocations within the community. We've had enthusiastic support not only from the staff and students, but from the community as a whole."

Comment of Mr. Robert Boy, CRT Coordinator, Goldendale High School:

"The student interest in the CRT program is greater than in any other program that we have at Goldendale High School. The student progress in this program has been excellent. Each student is developing an entry level skill and some students are discovering that they would like to receive additional training and go on to a specialization. The Trainers have done a good job training the students. They train them on a one-to-one basis and are able to help the student immediately if the student doesn't understand."

METHOW VALLEY NEWS

Printed Every Thursday at Twisp, Washington — Since 1903

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Jack L. Stoner
and
Jerri E. Stoner
Editors and Publishers

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Twisp, Washington 98856
(509) 997-3443

Mr. Dennis Young
Methow Valley Schools
Twisp, Washington

Dear Dennis:

Community Resources Training is an education program that really gets results in our school district. In the Methow Valley, there are very few things to "motivate" our young people. Historically, those born here have wasted their time during the public school years. They felt destined to work in a sawmill or in the woods, and many believed it foolish to consider anything else.

Now through CRT and your other vocational training programs the youth are being motivated to learn other skills. They are beginning to look beyond the tree-tops to careers in fields such as meat-cutting, auto mechanics, printing, retail merchandising, food services, taxidermy, and many others.

I urge you to do everything possible to retain and expand the CRT program, and we shall support you in this effort.

Respectfully,
Jack L. Stoner
Jack L. Stoner

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SUBJECT: Community Resource Training
Methow Valley Schools - 1973

As a small business operator I am very impressed with the need for this type of a training program for high school students.

In the first place it is a voluntary choice by the student, with the advice and help of a qualified person to further his education in the direction he most likely would put forth his best effort. This, of course, makes everyones time and effort well spent.

I feel also this approach helps all students attitudes. The student on the C.R.T. program would no doubt put forth his best effort. The other students desiring further education would not be held back or restricted. This also can make the instructor's do a better job by realizing the receptiveness of his students which would demand his best efforts.

The other asset to this vital program is the fact of job realization - quite often thinking about a specific job, skill, or position can be misrepresented easily. The personal contact of the particular situation will either increase or decrease the students inclination for the situation. There again, saving everyones time and effort - especially the the student's and a future employer.

I still find it very hard to hire people qualified for my business needs and I am convinced the program could help very much.

Eldene Johnson

Eldene Johnson
General Contractor
Methow General Service Co., Inc.
Twisp, Washington 98856

MARTIN MARIETTA ALUMINUM

REDUCTION DIVISION
STAR ROUTE 677, BOX 46
GOLDENDALE, WASHINGTON 98620
TELEPHONE (509) 773-5811

May 8, 1974

J. D. Stearns, Principal
Goldendale High School
Goldendale, Wash. 98620

Dear Mr. Stearns:

The purpose of this letter is to relate to you the success of the Community Resource Training (CRT) Program in my view as an industrial laboratory supervisor.

In brief review, Jeff Pangle, a student at Goldendale High School, has been engaged in a program of training as a laboratory technician in our laboratory for this school year. During this time he has gained experience in the unique analytical procedures of the aluminum industry and has become quite able in general laboratory skills. At this point he has a level of competence which might be expected of a trained junior laboratory technician.

As proof of this competency I am pleased to relate that effective May 6, 1974 Mr. Pangle has been hired as a laboratory technician in this laboratory on a part-time basis until the end of the school year. During the summer he may be employed full time.

While it is impossible to speak for all potential employers, I feel that Mr. Pangle would, if he desired, be able to obtain full time, permanent employment as a laboratory technician upon graduation from High School, and immediately upon employment would be able to give to any employer a good measure of his salary dollar.

We are quite pleased with the outcome of this specific case of the CRT program and will be more than happy to take part in such programs in the future.

Very truly yours,

C. E. Browning

C. E. Browning
Spectrographic Supervisor

CEB:kw

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Student Evaluation

of the CRT Program

I feel that the CRT Program is adding a great deal to my high school education. I believe that it's a program that is finally helping prepare students for their future lives.

In my Course as a Nurses' Aide, I am learning what my future as a Nurse is going to hold. You learn about the fun and the not-so-fun sides of your hopeful career before you throw away all the money it would take to further your education only to find out you just weren't suited for it.

Already I have experienced some rather trying moments that have almost caused me to change my mind. Such as at my first surgery I fainted and when I woke up I was almost ready to give up and go back to six hours of school filled with P. E. and Home Ec. But after 3 trimesters of one and one half hours of CRT a day I've not only definitely planned on becoming a Nurse but I also feel what I've learned while in the CRT Program will help me in furthering my education.

I've also found that CRT is not only good for helping you plan your future but also for finding employment. After your trainer has spent nine months training you to do a job it is more profitable for someone to hire you to do the job than to hire someone without training.

I can only see one drawback to the program. It does take time from your time at school that could be used to take other classes that you might also need in your future.

Overall I feel the CRT Program is very rewarding and worthwhile to the student participating in the program and also to the trainer that is training him.

Becky Biram

Student

Community Resource Training Program

Reference Materials

Title of Book	Edition	Year	Publisher & Address	Author	No.
Electronic Communication	2nd	1967	McGraw Hill	Shrader	
Illustrated Pocket Medical Dictionary	2nd	1960	McGraw Hill	Hoerr & Osol	
The Dental Assistant	4th	1970	McGraw Hill	Richardson	
Basic Television	3rd	1964	McGraw Hill	Grob	
Instructor's Manual for Basic Radio & Basic T.V.	2nd	1971	McGraw Hill	Zbar	
The Nurse's Aide		1968	McGraw Hill	Donovan	
Medical Secretarial Procedures	5th	1966	McGraw Hill	Bredow	
Basic Laboratory Techniques for the Medical Lab. Technician	1st	1970	McGraw Hill	Ringsrud	
Concrete Form Construction	Unit 1C-T20		Delmar		
Concrete Technology	2nd	1965	Delmar	Portland Cement Assoc	
Bricklaying I	1st	1952	Delmar	Structural Clay Prod Inst	
Instructor's Manual for Bricklaying I & II	1st	1952	Delmar	Structural Clay Prod Inst	
Geriatric Nursing		1972	Delmar	Caldwell & Hegner	
Instructor's Guide for Geriatric Nursing		1972	Delmar	Caldwell & Hegner	
Manual for the Nurse's Aide		1968	Delmar	Knoedler	
Instructor's Guide for the Nurse's Aide		1968	Delmar	Knoedler	
Dental Assistant	2nd	1970	Delmar	Anderson	
Instructor's Guide for the Dental Assistant			Delmar		
Medical Record Management	8th	1972	Physician's Record Co. 3000 S. Ridgeland Ave. Berwyn, IL 60402		
Basic Television - Theory and Servicing	2nd	1971	McGraw Hill	Zbar	
Plumbing - I		1958	Delmar	Slater	
Teacher's Answer Book		1958	Delmar	Slater	
Plumbing - 2		1962	Delmar	Slater	
Teacher's Answer Book		1962	Delmar	Slater	
The Meat We Eat	9th	1968	Interstate Printers & Publishers, Danville IL	Thomas Ziegler	
Industrial Education Publications			University of Texas at Austin	Send for Brochure	
Distributive Education Publications			University of Texas at Austin	Send for Brochure	